

EQUALITY
WITHIN
ST MICHAEL'S
CHURCH OF
ENGLAND
PRIMARY

**Legislation, The Equality Policy, Equality Objectives 2018 – 2022,
Accessibility Plan 2018 – 2022, Community Cohesion Statement,
Racial Equality Statement**



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Section 1

Introduction

It is recommended that schools develop a document that sets out how they comply with equality legislation. Although, there is no longer a legal obligation to produce a “Scheme”, schools are still required to publish information showing how they are meeting the Equality duty and publish their equality objectives. In this way, they are encouraged to make transparent their actions and plans in relation to equality.

Background and legislative drivers

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities, and recognising their role in promoting an understanding of equality for different groups of people. Much of this work is in response to legislation that places an increased duty on schools and other settings, but it also sits within the specific context of a school’s role in providing learning and opportunities for all – it is about fairness, rights and justice.

The Equality Act 2010 harmonises and streamlines legislation that has come before it. The Act refers to protected characteristics:

- Age (for staff only)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school also recognises Transgender as a protective characteristic.

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and Academies.

This combined **Equality Duty** came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not



- **Foster good relations** between people who share a protected characteristic and those who do not

Having **due regard** means consciously thinking about the three aims of the Equality Duty as outlined above ie:

- Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action which may have implications for people with particular protected characteristics.
- Schools should consider equality before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep it under review on a continuing basis.
- The equality duty has to be integrated into the carrying out of the school’s functions, and the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes.

Having due regard to the need to **advance equality of opportunity** involves considering the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Meet the needs of people with protected characteristics.
- Encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

Specific Duties

The Act also introduced specific duties, which are designed to help public authorities to meet their obligations under the PSED. The PSED is set out on the face of the Act, while the specific duties are set out in the secondary legislation.

The Specific Duties require schools to:

- Publish information annually to demonstrate compliance with the Equality Duty.
- Publish equality objectives every four years (one or more, as is proportionate to the organisation).

All information must be published in a way that is accessible to the public.

What information to publish or what or how many objectives to set has not been prescribed and will be proportionate to the size of the school, the extent to which its functions affect equality and the evidence that such objectives are needed. A starting point will be to look at what information the school is already publishing and consider whether this gives an accurate picture of progress on equality issues affecting staff and pupils. Looking at the data and knowing the school community will help with setting specific and measurable objectives.



Equality Policy

The Equality and Human Rights Commission (EHRC) and the government equalities office have produced a number of guides to help public bodies including schools to understand their duties in relation to the Act and they can be downloaded from their websites.

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

<http://www.homeoffice.gov.uk/publications/equality-act-publications/equality-act-guidance/specific-duties>



Section 2

Equality Policy

The Head Teacher and Governing Body with the Designated Safeguarding Lead will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.

General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

Mission statement:

St Michael's CE Primary and Pre School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life
- To achieve these aims all learners, staff, parents and governors will work together to promote our core values of peace, courage and respect.



Why we have developed this Equality Policy

This Equality Policy for St Michael's CE Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, governors, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this policy is to set out how our practice and policies have due regard to:

- eliminating discrimination, harassment and victimisation;
- advancing equality of opportunity; and
- fostering good relations between groups.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

St Michael's CE Primary School serves a diverse cultural community and this is reflected in the pupil body. 58% of pupils speak English as an additional language, with 56 different languages/dialects being spoken throughout the school.

We take pupils from across the socio-economic spectrum. The last 10 years has seen a change in the demographics of the area and the school has responded to the changing needs of the community.

The area in which the school is located is a mixture of commercial and high density residential properties. Whilst much of the population is settled there is a noticeable amount of turbulence and this is reflected in the pupil mobility of the school.

Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins



Our Approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- Social cohesion within our school and within our local community.
- Excellence. We aim to inspire and recognise high personal and collective achievements throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- Personal and cultural identity. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

These key concepts are reflected in the school's mission statement and aims identified earlier in this policy and our core values.

Our vision statement about equality

St Michael's CE Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and differences and seek enrichment from our differences and so promote understanding and learning between and towards others to create a cohesive community.



Our duties

We recognise and accept our equality duties as set out in the Equalities Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities for promoting our vision are likely to include all or some of the following, dependent on our current priorities:

- The engagement, participation and involvement of a broad range of pupils, their parents and partner agencies
- Preparation for entry to the school
- School policies
- Breaks and lunchtimes
- The provision of school meals
- Interaction with peers
- Opportunities for assessment and accreditation
- Assessment and testing arrangements
- Behaviour management approaches and sanctions
- Exclusion procedures
- School clubs and activities
- Childcare (including After school club and Breakfast club)
- Pre-school provision
- School trips
- The school's arrangements for working with other agencies
- Preparation of pupils for the next stage of their education
- Learning and teaching and the planned curriculum
- Classroom organisation
- Timetabling
- Grouping of pupils
- Home work
- Access to school facilities
- Activities to enrich the school curriculum, for example, a visitor to the school
- School sports
- Employees' and staff welfare



The roles and responsibilities within our school community

Our Headteacher will:

- Ensure that staff, parents/carers, pupils and visitors are engaged in the development of and informed about the Equality Policy.
- Oversee the effective implementation of the policy.
- Ensure staff have access to training which helps to implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information.
- Ensure that the Senior Leadership Team (SLT) is kept up to date with any development affecting the policy or actions arising from it.

Our governing body will:

- Ensure that the objectives arising from the policy are part of the Operational Plan for the school.
- Support the Head teacher in implementing any actions necessary.
- Engage with parents and partner agencies about the policy.
- Evaluate and review the policy annually and objectives every 4 years.

Our Senior Leadership Team will:

- Have responsibility for supporting other staff in implementing this policy.
- Provide a lead in the dissemination of information relating to the policy.
- With the Head teacher, provide advice/support in dealing with any incidents/issues.
- Assist in implementing reviews of this policy as detailed in the Operational Plan.

Our pupils will:

- be expected to act in accordance with the policy;
- be encouraged to actively support the policy.

Our parents/carers will:

- have access to the policy;
- be encouraged to actively support the policy;
- be encouraged to attend any relevant meetings and activities related to the policy;
- be informed of any incident related to this policy which could directly affect their child.



Equality Policy

Our school staff will:

- be fully aware of the Equality policy and how it relates to them;
- understand that this is a whole school issue and support the Equality policy;
- make known any queries or training requirements.

Commissioned services (buying in services)

As an Academy we are directly responsible for the purchase of goods and services. We ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask ourselves the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirements within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

Our staff

We comply fully with legislation which protects our staff from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. In accordance with the Equality Act 2010 we do not enquire about the health of an applicant until a job offer has been made (unless the questions are specifically related to an intrinsic function of the work – for example, ensuring that applicants for a PE teaching post have the physical capability to carry out the duties) or require job applicants to complete a generic ‘all encompassing’ health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We are aware of the specific exceptions to the religion or belief provisions of the Equality Act 2010 for employment by schools designated as having a religious character. See the SfE website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.



Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos, core values and curriculum, we want our pupils to fully understand the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our pupils.

Implementing, monitoring and reviewing

This policy was published on April 2012 and most recently reviewed by Governors in March 2018. It will be promoted and disseminated through staff meetings (staff), assemblies and the School Council (pupils), governor meetings (governors) and by publishing it on the School's website (parents and others).

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

Equality objectives

In taking into account our school data and the views of stakeholders we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every four years. See section 3.



Section 3

EQUALITY OBJECTIVES 2018 – 2022

Link to Public Sector Equality Duty	Advance equality of opportunity Fostering good relations
Protected Characteristic	Race
Target Group	All late entry EAL pupils
Objective	To increase the percentage of late entry EAL pupils (those entering in KS2) making good progress in literacy and Numeracy
Action	Accelerated language programmes via Lingua Lab. Targeting of late entry pupils in wave 1 teaching – see RAP (2017-18). To train teachers and TAs to meet the needs of EAL children within their wave 1 teaching.
Success Criteria	To increase by 10% late entry children achieving WA+ at the end of KS2 in RWM. Children who attend ‘Lingua-Lab’ are able to access literacy and numeracy lessons after their 6 week programme. Teachers receive regular training about EAL in staff meetings and feel equipped to meet their needs (survey).
Time Scale	2017-18 onwards
Progress Checks When & Who	Termly progress reviews – class teacher, year leader, SLT
Resources & Support	Two staff to run Lingua Lab. Staff meetings and training days for staff CPD.



Link to Public Sector Equality Duty	Advance equality of opportunity
Protected Characteristic	Transgender
Target Group	Children who are concerned with transgender issues.
Objective	To raise staff awareness of transgender issues so that they are equipped to support any transgender pupils and their families.
Action	Staff to receive training regarding issues surround transgender children and ways in which school can support these children.
Success Criteria	Staff will have received training.
Time Scale	Academic year 2018
Progress Checks When & Who	SLT to review effectiveness of training Summer 2018
Resources & Support	Staff meeting time



Link to Public Sector Equality Duty	Advance equality of opportunity
Protected Characteristic	Race
Target Group	Pupils recorded as disadvantaged.
Objective	To narrow the gap in attainment between this group and other children.
Action	Targeted interventions such as Precision Teaching, Turnabout etc. Specific targets set for this group of children so that their progress and attainment is monitored termly.
Success Criteria	Attainment gap between disadvantaged children and others in school is equal to or less than the national gap.
Time Scale	2018 Onwards
Progress Checks When & Who	Termly progress reviews – class teacher, year leader, SLT
Resources & Support	Supply cover to enable teachers to be released for progress reviews. Use of Pupil premium funding to provide staffing for intervention programmes.



Section 4

ST MICHAEL'S CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2018-2022

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.



ST MICHAEL’S CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2018-2021

Improving Physical Access

Objective	Success Criteria	Action	Time-Scale	Resources
To ensure that parking for disabled visitors or parents is available in the event of the disabled bays in Somerville Road being in use.	Disabled visitors or parents will be able to park either in the disabled bays or school car park (on request).	Reserve one visitor space in school carpark or offer up a staff car parking space if required.	2018 on-going	Nil
To enable wheelchair access to all areas of the school.	Wheel chair access is afforded to all areas of the school and pre-school.	All communal corridors and areas are kept clear. Regular maintenance of lifts for access to first floor.	2018 on-going	Annual contract for lift maintenance
To ensure that wheelchair users can be safely evacuated from the first floor of the school building in the event of the fire.	Plans are in place for the successful evacuation of wheel chair users from the first floor in the event of a fire.	Designated members of staff with specific duties of support the evacuation of wheel chair users. Provide staff with lifting training.	2018 on-going	Evac chair Lifting training



ST MICHAEL'S CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2018-2021

Improving the Curriculum Access

Objective	Success Criteria	Action	Time-Scale	Resources
Dyslexia friendly	To ensure that dyslexic children have equal access to the curriculum and ready access to supporting resources.	Staff training on dyslexia friendly classrooms. Exam access arrangements made for children with dyslexic profiles. Access to Learning Support teachers to provide screening and diagnosis.	2018 on-going	Annual service level agreement for Learning Support teacher Staff meeting time for on-going training purposes.
Autism awareness	To ensure that children with Autism have equal access to the curriculum and ready access to supporting resources.	Staff training on Autism awareness. Exam access arrangements made for children with ASD diagnosis profiles. Access to Educational Psychologists and outreach support to assist with diagnosis and support.	2018 on-going	Annual service level agreement for Educational Psychology Service Staff meeting time for on-going training purposes.
To enable newly arrived EAL pupils with little or no English to be able to access the curriculum.	Children attending Lingua Lab are able to access the national curriculum and engage in learning in their class	Provision of Lingua Lab to provide and accelerated programme of English.	2018 on-going (Lingua lab programmes last 6 weeks)	Salaries for two staff member to run Lingua Lab



ST MICHAEL'S CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2018-2021

Improving the Delivery of Written Information

Objective	Success Criteria	Action	Time-Scale	Resources
To make available written material in alternative formats for parents/carers.	The school will be able to provide written information in different formats when requested for individual purposes.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	2018 onwards	Cost of providing written information in alternative formats e.g. audio, braille etc.
To make available written material in other languages.	The school will be able to provide written information in other languages (subject to LEA support) when requested for individual purposes.	The school will make itself aware of the services available through the LEA for translating written material into other languages.	2018 onwards	Cost of translating schools written documents into other languages



SECTION 5

COMMUNITY COHESION STATEMENT

Introduction

In accordance with the academies funding agreement all academies have duty to promote Community Cohesion. By community cohesion we mean working towards a society with a common vision and a sense of belonging for all, where diversity is valued and relationships are positive. St Michael's School is part of a number of communities:

- The school community i.e. the pupils, their families and staff
- The local community i.e. the area in which the school is geographically located and the people who live and work there
- The national community i.e. the country in which the school is located and by whose rules we are governed
- The global community i.e. countries across the world with whom we may be linked through the EU, through common interests or through formal linking arrangements

We also have links with the network of Bournemouth primary schools through the Primary Head Teachers' Association and a Learning Network with six other Bournemouth schools as part of the Bournemouth Septenary Trust.

What is community cohesion?

'By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.'

Community from a school's perspective:

For schools, the term 'community' has a number of dimensions including:

- the school community - the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the community of Britain – all schools are by definition part of this community;
- the global community – formed by EU and international links.

In addition, schools themselves create communities. St Michael's is a member of the Bournemouth Primary Schools' Association, the Bournemouth Church Schools group, and [also works in close partnership with four other Bournemouth schools as part of a learning network] the Bournemouth Septenary Trust.



Promoting Community Cohesion

We believe our school has a key part to play in promoting community cohesion through our approach to:

- **Learning, Teaching & Curriculum:** teaching pupils to understand others, promoting discussion and debate about common values and diversity.
- **Equality and Excellence:** removing barriers to access and participation, offering equal opportunities for all pupils to succeed to the best of their ability.
- **Engagement, Ethos & Extended Services:** providing opportunities for children and their families to interact with each other regardless of their background or circumstances.

Learning, Teaching and Curriculum

Our Teaching for Learning Policy, Religious Education, Collective Worship and Personal, Social, Health and Citizenship policies all make reference to promoting discussion, understanding and appreciation of others with their diverse backgrounds, cultures and needs. As a School we promote awareness of human rights and responsibilities, actively encourage pupils and staff to uphold and defend them and develop skills of participation and responsible action. We have adopted a thematic Curriculum to bring breadth and depth to the curriculum, including teaching about 'own and other' communities.

Equity and Excellence

We focus on securing optimum progress for all pupils. We specifically check the progress of groups such as those with SEND, disadvantaged, and EAL.

All pupils receive the support and/or intervention identified through our tracking system.

Staff and pupils share targets to enable the pupils to achieve the highest possible individual success.

Ethos, Engagement and Extended Services

We have an inclusive ethos and actively seek ways in which all pupils can be involved in a wide range of activities.

We share our facilities and engage with the local Children's Centre and churches. We welcome parents/carers into our school for informal as well as formal settings. We have a Pastoral Care team to cement relationships with parents/carers and the local community and to help families access activities and appropriate support. The school is fully involved with other local agencies.



How does the school promote community cohesion?

- ✓ Responds to educational, social, economic and spiritual needs of a range of cultural groups (languages) – EAL TAs, signage, Portuguese classes
- ✓ Faith community which embraces common values of major faiths and teaches about different faiths in curriculum. Children visit different places of worship
- ✓ Pastoral team to support vulnerable families
- ✓ Access to activities for vulnerable groups
- ✓ Responds to needs of transient school population – induction and buddying, target setting and tracking
- ✓ Curriculum teaches about own and other communities
- ✓ Play equipment on school grounds (prior to park opening in gardens provided play opportunities & children, with parents allowed to use it after school
- ✓ Access to internet for those children who do not have it at home
- ✓ Garden in school grounds response to number of children who live in flats
- ✓ Extended school core offer allows parents to work
- ✓ Universal free school meals enable all Reception, KS1 and FSM children in KS2 to have children have hot lunches.
- ✓ Travel plan and cycle/scooter storage rack to encourage healthy life choices
- ✓ Visitors to school and assemblies gives children understanding of different groups within their community
- ✓ Encourage children to see themselves as active, useful members of wider community – harvest festival, choir singing in retirement homes, library, church; of the national community – children in need; of the global community – shoe box appeal & other fund raising

What impact does this have?

- ✓ Play equipment provides enrichment and enjoyment for children and gives them extra opportunities for physical activity
- ✓ Clubs – children feel part of a group and are able to enjoy and achieve
- ✓ Pastoral team – helps vulnerable families access services, helps children access activities, helps some families with transition between schools
- ✓ Home work involves parents with children’s learning
- ✓ Creative curriculum outcomes provide opportunities for parents to come in to school and share in children’s curriculum learning
- ✓ School’s approach to supporting EAL and new pupils enable them to settle in to the school community and continue learning
- ✓ The school’s childcare provision with breakfast club, after school club and holiday club provides child care and helps parents to access employment. It also provides play opportunities for children and supports with home work
- ✓ Class led assemblies provide children with the opportunity to contribute to school community and encourages parent to attend and see themselves as part of that community



SECTION 6

Racial Equality Statement

Commitments

We are committed to:

- actively tackling racial discrimination and promoting equal opportunities and good race relations
- encouraging, supporting, and helping all pupils and staff to reach their potential
- working with parents and guardians, and with the wider community, to tackle racial discrimination and to follow and promote good practice
- making sure the race equality policy and its procedures are followed

Responsibilities

Governing body:

The governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976 (the Act)
- making sure the race equality policy and its procedures are followed

Head teacher:

The head teacher is responsible for:

- making sure the Race Equality Policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it
- making sure the race equality policy and its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy - if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of racial harassment and racial discrimination

All staff:

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping
- promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins
- keeping up to date with the law on discrimination and taking up training and learning opportunities



Staff with specific responsibilities

The Head teacher is the member of staff responsible for coordinating work on race equality and dealing with reports of racist incidents.

Visitors and contractors

Visitors and contractors are responsible for knowing and following the School's Race Equality Policy.

