Holyport CE Primary School & Foundation Unit

Equality Statement

1. Vision and Values

Our school makes all members of our school community feel welcome irrespective of race, colour, creed, sexual orientation, gender identity or impairment. Our vision and values promote equality and tackle discrimination. Holyport CE Primary School is committed to equal opportunities. Our school:

- Offers a choice of learning challenges in lessons
- Responds to children's diverse needs through differentiation and the belief that ability is not fixed
- Overcomes potential barriers to learning and assessment
- Has high ambitions for all pupils and expects everyone to participate and achieve in every aspect of school life.

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of all children and adults in school are recognised
- Religion, belief or faith background
- Sexual identity

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between genders and an absence of sexual and homophobic harassment

2. Legal Duties

As a school we welcome our duties under the Equality Act 2010.
The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees)
- disability
- race
- sex (and sexual orientation, including LGBT+)

- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- marriage and civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to undertake some specific actions to demonstrate how we meet the requirements.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives
  To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
  - Admissions
  - Attendance
  - Attainment
  - Exclusions
  - Prejudice related incidents

3. Introduction and Context of the School

The school recognizes it has to make special efforts to ensure that all groups thrive. We currently track pupil progress and attainment data of whole year groups as well as defined groups including boys and girls, pupils in receipt of pupil premium funding, pupils with English as an additional language, pupils with disabilities or special educational needs and pupils identified as more-able through statutory assessments at the end of KS1. We recognise that there are other groups such as children who are Looked After or from Service families and review our pupil roll regularly.

Our objectives will detail how we will ensure equality is applied to the services listed above - where we find evidence other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Pupil Information

No on roll (April 2021):	Boys	Girls
259 (251 exc Nursery)	**145 (141 exc Nursery)**	**114 (110 exc Nursery)**

Ethnic and Linguistic Background

	No.
Any Other Black Background	**1**
Any Other White Background	**1**
Asian and Any Other Ethnic Group	**1**
Black and Any Other Ethnic Group	**1**
Chinese	**1**
Chinese and Any Other Ethnic Group	**1**
Egyptian	**1**
Filipino	**1**
Indian	**24**
Iraqi	**1**
Latin/South/Central American	**1**
Mirpuri Pakistani	**1**
Not Specified	**4**

Other Black African	**1**
Other Mixed Background	**4**
Other Pakistani	**3**
Other White British	**1**
Pakistani	**2**
Refused	**2**
White - British	**162**
White -English	**9**
White - Irish	**1**
White – Welsh	**1**
White And Any Other Ethnic Group	**10**
White And Asian	**2**
White And Black Caribbean	**6**
White And Chinese	**3**
White And Indian	**1**
White And Pakistani	**1**
White Eastern European	**1**
White Other	**8**
White Western European	**2**
TOTAL	**259**

Religion and belief

	No.	%		No.	%
Buddhist	3	1%	Not Specified	6	2%
Christian	40	15%	Other Religion	3	1%
Church of England	94	36%	Refused	5	2%
Hindu	13	5%	Roman Catholic	19	7%
Islam/Muslim	11	4%	Sikh	10	4%
No religion	55	21%			

Disability and Special Educational Needs

	No.	%
No DSEN identified	214	85%
Identified DSEN	32	13%
DSEN - EHCP	5	2%
Total DSEN	37	15%

Pupil mobility

Since September 2019, 34 pupils have joined the school in the course of the year, other than at the beginning of Reception.

24 pupils left the school since September 2019. There are 0 children known to be refugees on the school roll. There are no known significant gaps between different groups, although attendance of children in receipt of pupil premium has been slightly lower than all other pupils. This is a group where attendance rates are closely analysed. There have been no permanent exclusions from the school for over 6 years.

Analysis of behaviour incidents referred to SLT in the past two years show higher representation of male SEND pupils. In the past year, there has been a low number of incidents of racist language, all of which has been reported to governors.

Information on other groups of children:

Looked After Children	0 (previously 2 until February 2021)
Post-looked after Children (incl adopted from care/special guardianship orders)	4
Service Children	2
Disadvantaged Children (entitled to FSM/pupil premium funding)	31

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

1. Low self-esteem and confidence in all groups, particularly following the Covid Pandemic, leading to poor mental health, low expectations & poor attendance
2. Recognising that the school needs to ensure that policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will further strengthen the school and support child in becoming responsible citizens for the future.
3. Supporting learners with particular needs, in particular the progress of children with Special Educational Needs such as dyslexia.

4. Our Aims

To ensure that:

- every individual within the school achieves their full potential and has the same opportunities;
- every child is given access to the best possible level of achievement appropriate to its age and ability through appropriately differentiated work;
- staff, parents and children are informed and educated, and reminded of the issues to ensure a continuity of approach throughout the school;
- prejudices are challenged and positive attitudes are built;
- understanding and mutual respect of all children, regardless of differences, is promoted;
- contributions from various cultures are included and acknowledged in the planning and teaching of the full range of National Curriculum subjects, resources and school displays;
- an awareness of the unfairness and injustice of stereotyping is raised;
- any form of bullying including verbal, physical and psychological bullying by any group or individuals is challenged and addressed;
- high levels of acceptable group and individual behaviour are promoted by ensuring that all the school community are informed of school expectations and procedures;
- there is a commitment to minimising all school exclusions by implementing agreed strategies and procedures ensuring that each child is given the opportunity to achieve and succeed;
- absences, racist incidents and bullying incidents are recorded and monitored;
- No child will be excluded based on the grounds of their beliefs, gender, race or disability for instance.

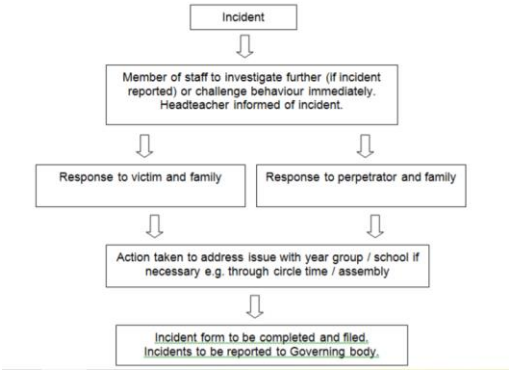
5. Examples of Strategies used in school that will carry out these aims are:

- Planning activities of a non-stereotypical nature such as the home corner, books and apparatus.
- Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- Encouraging the sharing of experiences - encompassing all equality issues
- Reviewing/updating resources so that appropriate messages are presented to the children.
- Planning role-play experiences to include addressing age, disability, race and gender.
- Providing a differentiated curriculum by developing classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development.
- Displays around school promoting positive equality issues.
- Providing an entitlement curriculum, which aims to offer the same balanced curriculum and learning experiences to all.
- Staff on playground duty to identify loners, the assertive group and negative physical contact.
- Children encouraged to think about the exclusion of others and the negative effect it can have.
- Involving children in rule-making in the classroom and at a whole school level through the school council.
- Develop tolerance and respect through sharing experiences and a focus on Christian values of friendship, responsibility, trust and respect.
- Using assembly time and collective worship themes to reinforce equal opportunity issues.
- Using targets and rewards for children to reinforce acceptable behaviour and attitudes.
- Ensuring that all children will have equal access to all resources. Some children will need encouragement / direction in the use of resources.
- Subject leaders to address equality issues within their subject.
- Giving children a voice, through the school council and Emotional Wellbeing Team for example
- Sharing in various religious celebrations throughout the year.

6. Responding to and Reporting Prejudice Related Incidents

The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils, parents and staff with an awareness of the impact of prejudice in order to prevent any incidents. We do this through the curriculum and also through direct (meetings/phone calls) and indirect (through newsletters and the website). If incidents still occur, we address them immediately with the victim and the perpetrator and their families and subsequently, report the incident to the governors.

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school, and ensure that incidents are reported and addressed swiftly and effectively. The agreed procedure for responding and reporting is outlined below:



7. Equalising Opportunities

We recognising that some of the groups covered in this policy are potentially to be economically disadvantaged, the school:

- Ensures school uniform is affordable by avoiding expensive clothing. Items of uniform are sold through a local retailer and is available online. The H.S.A (Holyport School Association) also sells good quality pre-loved uniform.
- Avoids putting parents under unnecessary financial pressure by offering subsidies for certain activities, for example the cost of school trips and visits.
- Promotes the take-up of extra-curricular opportunities by making no charge for clubs run by the school, and subsidising those pupils who cannot afford other chargeable activities. Attendance at clubs is monitored to ensure equality of opportunity.

8. Informing and Involving Parents and Carers

We recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school:

- Explains how it operates through its newsletter, Prospectus, information evenings for parents, parent workshops and its website.
- Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or e-mail, through Home School Links Books, and Parents' Evenings Parent Forum
- Actively encourages parents to attend consultation evenings by teachers telephoning non-attenders or making alternative arrangements.
- Has a designated parking space for disabled drivers and automatic door opening system.
- Ensures that parents understand how well their child is progressing through regular progress checks and end of year report.
- Explains how parents can help their child at home, for example class-based parent workshops covering Literacy and Numeracy; information evenings to explain KS1 and KS2
  SATs, the school's approach to Relationship & Sex Education
  Explains how parents and others can help in school, for example by helping in classrooms, on trips, hearing children read, joining the H.S.A etc.
- Encourages parents to join the H.S.A and the Governing Body by regular announcements in the school newsletter.

9. Making the School Accessible for All

The school:

- Meets the needs of pupils, staff and others with physical and or sensory disabilities by providing designated toilets, and adaptations made to the school buildings as appropriate such as automatic door system and push buttons
- Ensures that curricular and extra-curricular opportunities are available for pupils with disabilities by assessing access issues and putting risk assessments in place.
- Provides 1:1 for children who require a higher level of supervision at break, on visits out of school, and other times.
- Identifies further developments by keeping in regular touch with representatives of disability groups in order to update provision.

10. Encourage Participation of Under-represented Groups

As a school, we recognise that the school has an opportunity to model empowerment of all groups including disabled, ethnic and religious, and socially and emotionally disadvantaged groups, the school will:

- Recruit governors representative of the pupil population and/or community.
- Encourage the widest participation in PTA activities by running events that appeal to a cross section of the school community.
- Support individuals and community groups to express their case on matters affecting themselves and their community through newsletters, invitations to speak in assemblies, through distribution of previously agreed information and school representation, for example local Remembrance Services.

11. Responsibility

We believe that promoting Equality is the whole school community's responsibility:

School Community	Responsibility
Governing Body	• Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. • Monitoring progress towards achieving equality objectives. • Publishing data and equality objectives.
Headteacher	As above including: • Promoting key messages to staff, parents and pupils about equality, what is expected of them and can be expected from the school in carrying out its daily duties. • Ensuring that the school community receives adequate training to meet the need of delivering equality, including pupil awareness. • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above: • Ensure fair treatment and access to services and opportunities • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	• Help in delivering the right outcomes for pupils. • Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. • Design and deliver an inclusive curriculum. • Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non-Teaching Staff	• Support the school and the governing body in delivering a fair and equitable service to all stakeholders. • Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. • Support colleagues within the school community. • Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	• Take an active part in identifying barriers for the school community and in informing the school of actions that can be taken to eradicate these
	• Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	• Supporting the school to achieve the commitment made to tackling inequality. • Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. • Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Statement and our Equality Objectives by publishing them on the school website, sharing them with parents through school events, resources and updates in the school newsletter e.g. Diversity Week, Healthy Lifestyles approaches.

The school equality statement is aligned with the School Development Plan and Accessibility Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

12. Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

13. Monitor and Review

Annually, we will update our progress towards the objectives.
Every three years, we will review our objectives in relation to any changes in our school profile.

HOLYPORT CE PRIMARY SCHOOL & FOUNDATION UNIT	
date policy adopted and signed by LGB: May 2021	NAME AND SIGNATURE Governor/ Chair of Governors:
Name of Head teacher: Amanda Featherstone	Signature of Head teacher:
Date to be reviewed: May 2025 (with annual update of progress towards the objectives)	This policy will be subject to review every four years by the Governing Body or more frequently in the light of changes in legislation or advice from the ODST/LA.

Appendices

Covid-19 amendments due to government guidelines issued 2020 - 2021

Safe access for all: children in school are expected to follow the additional school rules linked to behaviour, hand washing and social distancing. Children are expected to maintain their bubbles.
SEND support will continue in line with EHCPs and plans where possible e.g. due to staffing constraints and safe to do so.
Children will have equal access to learning, where a disadvantaged child is unable to access home learning, we will (where possible) arrange for a laptop to be loaned to ensure children are not penalised or excluded due to their home situation.

Community cohesion duty – *Education and Inspections Act 2006*
In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 5 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.