

School policy statement on equality and community cohesion

Friezland Primary School is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We make sure that people from different groups are consulted and involved in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.
- We recognise our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population. We explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

Friezland Primary School has a duty under the Education and Inspections Act 2006 to promote community cohesion.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 108 Male: 54 Female: 54 Other: 0

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

There are pupils at our school with different types of disabilities and these include:

- Autistic Spectrum Disorder
- Visual and hearing impairment

Pupil Special Educational Needs (SEN) Provision

Number of pupils 10 Percentage (%) of school population 9.3%

SEN Support: 8 = 7.4%%

Statement of SEN/EHCP: 2 = 1.9%

Ethnicity and race

| | Boys | Girls | Total | | Boys | Girls | Total |
|-------------------------------|------|-------|-------|-----------------------------|------|-------|-------|
| Asian or Asian British | | | | Mixed | | | |
| Bangladeshi heritage | | | | Other mixed heritage | | 1 | |
| Indian heritage | | | | White and Asian | 1 | 2 | |
| Other Asian heritage | | | | White and Black African | | | |
| Pakistani heritage | | | | White and Black Caribbean | | | |
| Black or Black British | | | | White | | | |
| Ghanian heritage | | | | British heritage | 51 | 51 | |
| Nigerian heritage | | | | Irish heritage | | | |
| Somali heritage | | | | White other | | | |
| Caribbean heritage | | | | Gypsy/Roma | | | |
| Other Black heritage | | | | Traveller of Irish heritage | | | |
| Chinese | | | | Any other Ethnic Group | | | |
| Information withheld | | | | | | | |

Religion and Belief

| | | | |
|-----------|----|----------------|----|
| Buddhist | | Sikh | |
| Christian | 47 | No religion | |
| Hindu | | Other religion | 1 |
| Jewish | | Unknown | 58 |
| Muslim | 2 | | |

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)

| | Boys | Girls | Total | % |
|----------------------------------------------------------------------------|------|-------|-------|---|
| Number of pupils who speak English as an additional language | 0 | 0 | 0 | 0 |
| Number of pupils who are at an early stage of English language acquisition | 0 | 0 | 0 | 0 |

Pupils from low-income backgrounds

| | Boys | Girls | Total | % |
|--------------------------------------------------------|------|-------|-------|------|
| No. of children for whom school receives Pupil Premium | 1 | 3 | 4 | 3.7% |

Looked after children: 1

We monitor the achievement and progress of all of our looked after children closely

Young carers: None at present

Other vulnerable groups: None at present

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

Early Years

Working more closely with parents at transition to ensure children are 'school ready'.

Key Stage One and Two

Accelerate the progress and skills in Literacy and Numeracy of our identified lower achieving and middle achieving groups. Revise this termly at our tracking meetings.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act, 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it.

At Friezland Primary School we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Staff have had relevant training around this.

We aim to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

At Friezland we have an ethos which supports respect and professionalism.

We have a School Behaviour Policy which ensures that all pupils are rewarded and sanctioned when necessary. The Policy is applied fairly and positively by the staff and pupils alike. We have a set of Expectations which all members of the school community are expected to meet.

We have appropriate policies that deal promptly and effectively with all incidents and complaints of bullying and harassment. These may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.

We keep a record of such incidents and share the action taken with the victim. The headteacher notifies the Local Authority of incidents which are recorded and meet the NOHIB (Notice of Hate Incident and Bullying) criteria.

We analyse our data to ensure we act upon any concerns in relation to these protected groups.

We record any racist or homophobic incidents and act upon any concerns.

We have a Special Educational Needs policy and an Action Plan that outlines the provision the school makes for pupils with special educational needs.

Our complaints procedure sets out how we deal with any complaints relating to our school.

We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.

We have clear procedures for dealing with staff discipline.

Our Grievance Policy and procedures clearly sets out clear guidance for staff who wish to make a formal complaint.

Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be obtained from the school office.

The school has an ICT & E-safety Policy that takes all E-safety issues very seriously. All children and parents have signed an ICT passport to ensure ICT is used appropriately in

school and we now have a sanction for misuse procedure to follow to ensure all incidents are dealt with fairly.

Through assemblies and lessons, pupils and staff are made aware of suitable internet conduct. Subsequently, "Acceptable Use" passports are signed and adhered to by all pupils and staff.

Through a broad range of areas of study within our PSICHE education, we work hard to eliminate discrimination, harassment and victimisation.

We have a comprehensive curriculum that encourages children to think about the world in which they live. Pupils are encouraged to broaden their understanding of others beliefs, cultures and faiths.

We have a vibrant and well-represented School Council that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and the immediate environment. The school council is strong and articulate, contributing to whole school decision making where appropriate.

We have a Healthy Eating Policy that recognises a culturally diverse community and ensures that all pupils receive a healthy meal each day. Our food policy reflects our commitment to healthy lifestyle and responsibility to our environment, regardless of one's socio-economic background.

We understand that attendance plays an integral part in pupils' achievement at school and regularly meet our target of 97%.

We strive to ensure that children maintain a high level of punctuality and attendance. The Headteacher monitors attendance on a half termly basis.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

Each term we identify those children at risk of not meeting their end of year and end of key stage target. Each class teacher writes an action plan to identify which children need their progress accelerating and how they plan to do this. These children are challenged within small groups, through in-class support and individual precision teaching. Our Action Plan highlights the targeted support and our Provision Map details the children and the type of support they are receiving if identified as SEN.

How we advance equality of opportunity:

We have an ethos of inclusion within the school.

We set challenging targets to ensure our children with disabilities make good progress.

We provide good quality training for all of our staff.
When required, we seek the advice and support of external agencies.
We promote positive links with our parents and families.
There is a designated governor for SEND matters.
We target specific support where appropriate.
We hold annual reviews for each of these children.
We liaise and work in partnership with many professional organisations.
We have a wide range of specialised resources.
We ensure all staff deliver teaching that reflects the inclusion check list.
All teachers in this school are teachers of Special Educational Needs.

How we foster good relations and promote community cohesion:

We welcome all pupils.
To aid Reception transition staff visit pre school settings, children's homes and several visits are arranged for children and their families to take part in school activities in the Summer term before they start school.
We liaise with special schools in the borough regarding effective provision.
We provide both formal and informal opportunities to meet with parents.
We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes often experienced. We do this through assemblies, circle time and other PSHE curriculum activities.
We ensure that the curriculum and resources we use have positive images of disabled people, people from a variety of ethnic heritage and various family make-up.
We tackle prejudice and any other incidents of bullying based on prejudice.

Links made with local organisations such as the local church, businesses and other schools.
Parent Governors reflect the whole school population.

What has been the impact of our activities? What do we plan to do next?

Friezland children experience a positive start to school life.
We are a predominantly white British population, but strive to make links for our children with those from different socio-economic and ethnic backgrounds. We have a formal link with a contrasting school in Sale.
We have effective, positive relationships with parents, school and home working in partnership to support the child.
Cross phase co-operation ensures appropriate strategies and differentiation.
Several visits have been organised for local community members to come into school or for children to go out to them. Our children visit a variety of places of worship including a church, mosque and synagogue.

Next steps

- **Behaviour file to record information asked for in NOHIB returns, recording the language used and protected characteristic it relates to.**

- **Extend Forest School sessions throughout school, helping SMEH pupils to form and sustain relationships.**
- **Consistent reinforcement of Twentieth Kid, Team points, Expectations to be used by ALL staff.**

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

How we advance equality of opportunity:

Initial assessments are completed promptly for any child new to school and learning targets are set.

We identify appropriate provision and then monitor its impact.

We identify and address barriers to the participation of particular groups in learning and other activities.

We monitor children who attend extra curricular clubs to ensure children from all backgrounds are attending. This is celebrated through our Children's University link.

How we foster good relations and promote community cohesion:

At Friezland Primary School we are proactive in promoting the spiritual, moral, social and cultural development of all our children

We provide special events, international days, quiz nights, class and school productions and sports days.

We have an informal open door policy, staff are available at both the start and the end of the day.

The Headteacher hosts a meeting for all new intake families in July. The school has organised 'Pic 'n' Mix Days for its cluster of schools for those children in Year 6 to help them form relationships with their peers for a smoother transition.

We have a curriculum that supports all pupils to understand, respect and value difference and diversity and ensures that the curriculum challenges racism, sexism and stereotypes.

What has been the impact of our activities? What do we plan to do next?

We have high attendance from our parents for all our parents' evenings, productions, concerts, sports days and fund raising events. We have a high number of parents who support their children's learning at home.

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

How we advance equality of opportunity:

We monitor the attainment and progress of all of our pupils individually, by gender, Pupil Premium and Special Educational Need.

We set targets to improve the attainment rates of progress of particular groups of boys and girls.

Through our extended school provision, boys and girls are represented (football, netball, Mandarin Chinese, Writing Club, tennis). We have equal representation of boys and girls on the school council. The school council ensures both boys and girls views are equally heard.

We invite speakers into the school to talk to the children: we ensure that these represent both genders.

We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.

We ensure the curriculum interests both boys and girls and fosters ambition in both sexes.

How we foster good relations and promote community cohesion:

Whole school events are thoughtfully planned to include and attract mums/dads/carers/grandparents from all sections of our community in order to enrich and contribute to the children's learning and progress.

We ensure that we include positive, non stereotypical images of men and women, girls and boys across the curriculum, through assemblies, visits and the visitors we invite in to the school.

What has been the impact of our activities? What do we plan to do next?

We annually host a 'Mad Science' club which engages boys and girls.

We have narrowed the gap between boys' and girls' achievement in identified areas.

We have a stimulating curriculum in place that engages both boys and girls.

Next steps

We will continue to drive forward boys' literacy in the coming year to ensure it is reflective of boys' and girls' interests and engages both groups equally.

We will aim to further foster a love of reading within our boys by letting them know what male role models are reading and purchasing books that interest them.

We always challenge stereotypes of gender inside and outside our school community.

The new curriculum allows for more flexibility and more child led learning to ensure we cater for all boys' and girls', interests and hobbies.

Religion and belief

At Friezland Primary School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

How we advance equality of opportunity:

We support our pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.

We promote inclusion for all our faith groups in all parts of the curriculum.

We deliver a PSHE curriculum that promotes and supports the aforementioned statements, with tolerance and respect as key values.

How we foster good relations and promote community cohesion:

Visits to many local places of worship and reflection have provided us with real opportunities to engage with different religious and spiritual communities around us e.g. visit to a local mosque.

We invite visitors to school, including parents, who can talk about aspects of their own religion and culture: visitors from various faiths, parents who were born or have lived abroad. Our curriculum, including RE and PSHE, encourage pupils to be accepting of others' lifestyles and beliefs, as well as exploring shared values through our Twentieth Kid ethos. The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice and discrimination.

What has been the impact of our activities? What do we plan to do next?

Friezland is a place of mutual respect amongst parents, pupils and staff. All our children attend all our school assemblies.

Pupils enjoy RE and PSHE and are willing to learn about a range of beliefs.

We have a rich curriculum that enables children to learn about different cultures and religions.

High participation and take up of all the offsite visits to places of interest and places of worship reflect the positive attitude of our school community.

Next steps

We would like to increase the number of outside speakers from different religions into the school to share with us their beliefs and practices, ensuring we meet the objectives of the revised RE curriculum. The new RE curriculum involves 3 elements; as knowledge and understanding are developed, pupils also develop their creative and critical thinking abilities, and the skills that enable them to reflect and respond to their studies for themselves with increasingly depth and sensitivity.

Part 6: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To raise levels of attainment and progress of our middle achievers.

Progress we are making on this objective:

Children identified and targeted.

Equality objective 2: To raise the attainment of boys in Literacy, especially in writing.

Progress we are making on this objective:

Staff training planned for September INSET. Headteacher monitoring gap between boys and girls over time. Purchase of resources which reflect boys' interests.

Equality objective 3:

To ensure all staff consistently tackle and report derogatory language based on protected characteristics.

Progress we are making on this objective:

Whole staff discussion on the importance of tackling this type of behaviour especially around homophobic and transgender language. Reporting file set up to monitor victim, perpetrator, language used and characteristic related to.

Part 7: Information about our employees

We have less than 150 employees therefore we are not required to publish information about them.