

WHITEHOUSE PRIMARY SCHOOL



Equality Statement and Single Equality Scheme

2020-22

Equality Statement and Single Equality Scheme

Equality Statement

Whitehouse Primary School is committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.

- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

School Values

Our Vision:

Together **E**veryone **A**chieves **M**ore (**TEAM** Whitehouse)

At Whitehouse, we are all part of and belong to a team. We believe that you can achieve more when you work together. Through teamwork, we learn about communication, compromise and collective effort as well as learning how to appreciate and respect others, take turns and build trusting relationships. Working as a team offers us valuable skills for learning and life beyond school.

Our Core Values:

- **RESPECT:** At Whitehouse Primary School, we treat everyone the way that we would like to be treated. We take pride in our work, our school environment and ourselves.
- **RESILIENCE:** At Whitehouse Primary School, we try our best, challenge ourselves and never give up. When faced with a setback or challenge, we know that it is okay to fail because we learn from our mistakes. This helps us be good problem solvers. This also helps us to grow in confidence and believe in ourselves.
- **ASPIRATION:** At Whitehouse Primary School, we have a growth mindset and believe that we can achieve great things with focus and effort. We have big dreams and aim to achieve the very best for ourselves and others.
- **REFLECTION:** At Whitehouse Primary School, we always tell the truth and make the right choices for ourselves. We question the purpose and intent behind information and texts on and offline. We challenge what is right and wrong and use questioning to grow our understanding of ourselves and the world around us.
- **EMPATHY:** At Whitehouse Primary School, we are kind, caring and considerate. We try to be understanding of other people's feelings and will always help someone in need.
- **ACCEPTANCE:** At Whitehouse Primary School, we are tolerant and accepting of other people's differences. We listen to others and we make sure everyone feels valued.
- **CREATIVITY:** At Whitehouse Primary School, we understand that we are all individual and have our own likes and dislikes. We enjoy thinking about different ways to do things and have the confidence to express ourselves in lots of different ways and situations

Modern Britain Statement.

Our School aims to prepare pupils for life in Modern Britain. We promote fundamental British values through teaching about democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. At Whitehouse Primary school we encourage pupils to be respectful of the diverse cultures and become a positive member of the community.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have demonstrate 'due regard' for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration (including seeking asylum). We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

Whitehouse Primary School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We are a Rights Respecting School achieving Level 1 in 2018 and moving towards Level 2.

Date approved by the Governing Body: 3rd February 2021

The School Context

It is larger than average primary school with a large population of pupils with SEN. For many years the school had an established additional resource base (ARP) for 55 pupils with physical and medical needs. In 2017 the local authority discontinued the funding for the ARP although we still have this category of pupil in school.. Some of these pupils have complex needs and require physiotherapy, occupational therapy, speech and language therapy and assistance with personal care. The school has a hydrotherapy pool and highly trained Teaching Assistants who provide specific support. The pupils also receive their therapy from NHS professionals on site including any medical interventions from the specialist Health Care Assistant. Specialist Nurses visit from Newcastle and Birmingham to train staff for the most complex needs. The pupils who access the provision have a range of needs and conditions such as Cerebral Palsy, Spina Bifida, Microcephaly and rare genetic conditions. Staff across school have enhanced training for Epilepsy, Autism, acquired brain injury and catheterisation. The pupils who access the resource base spend some time out of mainstream classes for therapy also for small group high adult ratio of adult support intervention groups. Parents often choose to send siblings of the pupils who attend the resource base to the school when there are places available. The pupils who access school do not necessarily have a statement or EHC Plans as these were not previously required to access the specialist provision. However these pupils are not always easily identified/recognised as separate from the mainstream population in published data.

The school is often oversubscribed and full in the majority of year groups. The demographics have changed over the last six years with a rise in the pupil admission number and most year groups are full. Parental engagement is good with 98% attendance at Parent Consultations.

The demographics in mainstream population has also changed with parents of mainstream pupils choosing the school because they recognise their child has a special educational need and may need extra support. The reputation for supporting children with SEN is good locally and some parents apply for their children to attend as a mainstream place, sometimes following recommendations by health professionals, this means that within the mainstream population there are a high number of children with SEN. Subsequently, even when the children go through school and further assessments are undertaken and it is determined that the child may need alternative educational provision, the parents are reluctant to move them to that recommended provision.

Many mainstream pupils with SEN have been given support through Quality First Teaching and the school has now moved them on to SEN Support in order for them to be recognised as a particular group within the school population. There is a concentration of mainstream SEN in some cohorts such as Y6 and Y2. Mainstream SEN and ARP SEN pupils are more evenly spread across the other year groups, however these are still high numbers throughout school. There are distinct groups of pupils across school; mainstream only pupils, mainstream SEN pupils and Additionally Resourced Base SEN pupils, mainstream pupil premium children and additional resource base pupils who are pupil premium children – see cohort characteristics-see attached. Therefore many of our children have multiple vulnerabilities.

Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

All staff have appraisal and access to good CPD to ensure we remain informed and up to date with regard to practice. All staff have Prevent and safeguarding training.

All new staff have an induction and can actively contribute to our staff handbook.

Some staff have specific training in managing medicines, premises management, stonewall and promoting equalities.

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed.

Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils, for example: Mainstream SEN, ARP SEND, Disadvantaged Pupils, and Looked after pupils.

In our School there is curriculum coverage of equalities issues, including promoting our school values/British Values, particularly with regard to: respect and tolerance for those of different faiths and beliefs, democracy, individual liberty and. Our Curriculum Coverage can be viewed in greater detail on the school website. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. The school takes part in certain national projects and award schemes, for example: Artsmark, RRS, Activemark,

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. In this respect we have hoists, special changing bathrooms facilities, seat wedges, IT to support VI and HI, desk wedges and specialist seating and table arrangements.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

Accessibility Plan (NB. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Development Plan, a Single Equality Plan- both an Accessibility Plan and an Equalities Plan template are provided, schools can themselves decide whether to populate one or two documents.).

Our accessibility plan (or Our Accessibility Plan, is part of our Single Equality Scheme Action Plan) shows how our school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to those with disabilities.

We provide resources for implementing our accessibility plan and review it annually, or contemporaneously in response to need.

Pupils with Medical Needs

Our School will ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at school as any other child.

Where necessary, our school will ensure there are arrangements in place, including ensuring sufficient members of support staff are appropriately trained to undertake these roles as part of their core job description.

Our school has a clear protocol for supporting pupils with medical needs.

How We Have Developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

Mechanisms for Involvement

At Whitehouse Primary School the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- School Council
- Focus groups of pupils meet twice-yearly including a forum for different social identity backgrounds,
- E-forums
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Yearly open meetings representing a particular theme shared with the partnership and cluster of schools
- Pupil engagement in auditing provision
- Pupil involvement in policy creation
- participation in a working party.
- Surveys and questionnaires.

At Whitehouse Primary School the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Exit interviews with staff
- E-forums
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management
- Participation in a working party.
- Surveys and questionnaires

At Whitehouse Primary School the following mechanisms will ensure the views of parents and the community inform the Equality Scheme, objectives and action plans:

- Text will inserted into communication with parents when required : “Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.”
- Feedback through Governing Body meetings
- Feedback through PTA meetings
- Feedback from adults using the school beyond the school day
- Yearly open meetings with parents and local groups representing a particular theme
- Participation in a working party.
- Questionnaires and surveys

The school’s objectives will focus on developing the involvement of pupils, staff and parents from different social identity and cultural backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher:

- Demonstrates responsibilities under the Equality Act of 2010.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school’s actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as Children’s Services.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carers voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility to ensure that whole school community is aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice: 0-25 years (2014); CTSA 2015; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

People with specific responsibilities: (Name the relevant people below):

- Details of the person(s) responsible for maintaining and sharing with all staff, the specific needs of disadvantaged pupils and how their needs will be met (e.g. Pupil Premium)
- Details of the person(s) responsible for ensuring the specific needs of staff members are addressed
- Details of the person(s) responsible for gathering and analysing the information on outcomes for disadvantaged pupils and staff including Pupil Premium and details of those responsible for overseeing interventions (e.g. Pupil Premium)
- Details of the person(s) responsible for monitoring the response to reported incidents of a discriminatory nature
- Details of the person who is responsible for overseeing Early Help PSA - Mrs V Gibson
- Details of the person who is single point of contact for Prevent and Hate Crime – Head Teacher-Mrs Randle
- Details of the school's designated safeguarding lead. (Including HBV and FGM)- Head Teacher, AHT and SENCo-Mrs Randle, Mrs Eyre, Miss McLeod
- Details of the school's SENCO- Miss McLeod

Parents/Carers:

Have access to the Scheme and aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice (2014); CTSA 2015 ; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.

- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness rising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published every three years and an annual action plan .

School Staff:

- Are aware of the school's responsibility in relation to The Equality Act 2010, PSED 2011; SEND Code of Practice (2014); Counter Terrorism and Security Act 2015 ; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination
- Know how to report and challenge concerns related to radicalization and extremism.
- Do not discriminate on any grounds..
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Promote the school's values, which include Community Cohesion and British Values.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference prepares them well for life in a diverse society and prepares them for life in Modern Britain
- Understand the importance of reporting prejudice driven behaviour and understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.
- A visiting speaker's protocol is used in school and visitors understand and agree to comply with this protocol.
- The School's Lettings Policy ensures that users are aware compliant with the school's aims.

Objectives

This Scheme is supported by annually published equality objectives (and where there is a separate accessibility plan, annually published targets for the accessibility plan); their progress is monitored and evaluated regularly by the Governing Body.

Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how.
- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

Appendix 1: Equality Objectives Action Plan

Whitehouse Primary School

Equality Objective/s

**Date of Publication : 28th June 2017 Date of Review June 2019
Review February 2021**

The Public Sector Equality Duty has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not;
3. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to protected groups under the Equality Act 2010 and have identified the following objectives, which should be read with the school's single equality scheme and this action plan, which demonstrates how the development of these objectives were informed.

Objective:

To address any inequalities by removing systemic barriers.

Aligned to protected characteristics(list protected characteristics):

To enable effective communication and accessibility for all learners and their parents. To enable all staff to work without barriers, achieve and feel valued for their contribution.

What helped us arrive at this objective:**Continuous and rigorous analysis of schools systems, communication and self-evaluation.****Objective:**

To improve access to information

What helped us arrive at this objective(consultation with stakeholders):

Parents requesting information. Pupils lack of knowledge around key areas

Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Information re parents specific needs gathered	Through Friends of the school Parents information evenings	Half termly meetings to be held	PSA	NA	Parents happy with information given	SLT
Termly newsletters and up to date information on website	E-mail information/paper copies Access to website	Weekly	SLT	Cost of texts and e-mails	Parents are kept up to date with school events	Gov Body
Pupils more informed re rights and responsibilities and re policies	Circle time	As and when necessary	Teachers	NA	Children informed about key policies and understand how they can receive help	SLT

Visual timetabling to be developed	Individual timetables to be developed	As and when required to support pupils	Individual teachers	NA	Children understand what they need to do and when	Team leaders
------------------------------------	---------------------------------------	--	---------------------	----	---	--------------

Objective:

To further develop the school's contribution to community cohesion

What helped us arrive at this objective(consultation with stakeholders):

The emphasis on British Values

Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Identify pupils from different groupings not on track	Use tracking information to look at progress	Half termly	Teachers/SLT	NA	Groups across school make similar progress	SLT
Further develop the pupil voice	Rights Respecting agenda to be used to develop pupil council	On-going	Rights Respecting team	Time	Pupils have a strong voice that contributes to school improvement	SLT
Develop Rights Respecting Agenda	Action plans to be followed	Autumn 15 (first part)	Behaviour Team	Cost of award	Rights Respecting embedded in curriculum	SLT

Develop empathy with children from around the world	Regular events to raise awareness – eg harvest/Christmas	On-going	Language team		Children have understanding about fair trade and its meaning	SLT
---	--	----------	---------------	--	--	-----

