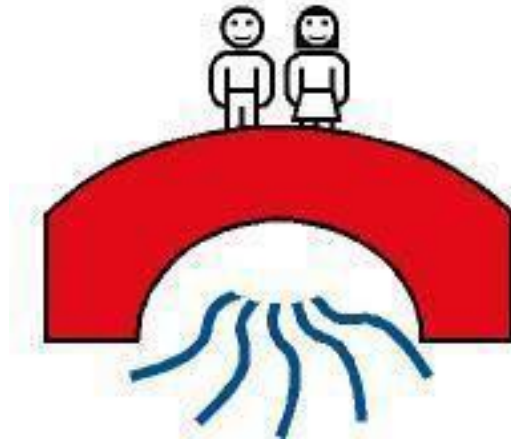


Loddon Primary School



Equality and Community Cohesion Policy

Author: Gemma Didcock

Committee responsible: Curriculum Committee

Date of last review: March 2017

Date of next review: March 2018

Authorised on 8 March 2017

Sarah Phillips

Headteacher

John Brady

Committee Chair

Introduction

This Equality Policy sets out the school's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

We are working towards a school in which:

- there is a common vision and sense of belonging by all communities
- the diversity of people's backgrounds and circumstances is appreciated and valued
- similar life opportunities are available to all
- strong and positive relationships exist and continue to be developed both within the school and with the wider community

Through this vision, we aim for members of our school community to work both together and as individuals to establish these values in the wider context of society as a whole.

This Equality Policy statement sets out:

- The school's context
- Aims
- The school's overall approach to promoting equality: community cohesion, recognising and celebrating diversity and tackling discrimination
- Specific reference to community cohesion, race equality, disability equality, gender equality
- Roles and responsibilities
- Monitoring, reviewing and assessing impact

The School Context - What sort of school are we?

- Loddon Primary School is a large primary school in Wokingham Borough serving a residential area in Earley, Reading. It was formed after the amalgamation of Loddon Infant and Junior Schools in 2006, it was partially rebuilt and refurbished.
- Many children enter Year 1 having experienced some form of pre-school provision, often within our Foundation Unit.
- Pupils with a wide range of attainment, background and ethnicity attend the school. When compared with the national average the numbers of pupils with special educational needs is low (approximately 9%) and the percentage of pupils who speak English as an additional language is high (approximately 27%).
- Overall, pupils come to school well motivated; they work hard and make the most of their educational experiences. Their parents value the educational provision, are very supportive and eager to work in close partnership with the school.
- The school curriculum which is delivered through an integrated model follows the requirements of the National Curriculum and Early Years Statutory Framework.
- As a Values School we follow the principles and ethos of Values Based Education.
- The school takes great pride in meeting the individual needs of all pupils. Attainment at the end of Key Stage 2 is above that for similar pupils nationally in English, Mathematics and Science.
- The school makes good provision of extra-curricular activities.
- The majority of families have on line computer systems at home.
- The local community and a significantly wider area, including the city of London, are used extensively to broaden and enrich the quality of education.
- The PTA supports the life of the school, raising substantial funds each year to enrich educational provision.

- The main school hall is hired for community use e.g. cubs and local church. The small hall is used by Loddon Out of School club for before and after school childcare and a thriving Holiday Club.

Equality

At Loddon Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards. Our Equality Policy is based on the following school aims.

School Aims

- To be a thriving school, with a family ethos, where all will flourish with pride, belonging and contentment.
- To give each child the skills and values that will enable them to be successful in the modern world.
- To ensure that the highest standard of learning and teaching are central to everything we do.

We achieve these aims:

- By giving every child a personalised learning journey through our Integrated Curriculum, encouraging enjoyment, independence, confidence, imagination and curiosity as well as the skills, knowledge and understanding needed for success.
- By providing a caring, safe and stimulating environment that promotes challenge, high standards and a positive self-image for all.
- By fostering positive partnerships with children, staff, governors, parents and the wider community through open and effective communication.
- By supporting each other, having high expectations and celebrating our successes.
- By empowering parents and carers to take an active role in the school.
- By embracing opportunities to form links with others, to secure a wide range of opportunities and experiences on behalf of the Loddon family.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. The school will take steps to:

- promote equality of opportunity and access
- promote racial equality and good race relations
- oppose all forms of prejudice and negative discrimination
- ensure children and adults with a disability have access to the school buildings and to the curriculum

Our approach to promoting equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination, harassment and victimisation; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socioeconomic background.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents/carers and visitors during their time in school.

A cohesive community

In order to achieve a **cohesive community**, we endeavour to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Eliminate discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

Race Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000 we will:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable
- respect and value differences between people
- prepare pupils for life in a diverse society
- make the school a place where everyone feels welcomed and valued
- promote good relations between different racial and cultural groups within the school and within the wider community
- ensure that an inclusive ethos is established and maintained
- acknowledge the existence of racism and take steps to prevent it
- oppose all forms of racism, racial prejudice and racial harassment
- be proactive in tackling and eliminating unlawful discrimination

Disability Equality

We aim at our school to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition, steps will be taken to ensure that employees and those working with the school's authority:

- support the governing body in meeting their duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Special Educational Needs and Disability (SEND) Code of Practice.

There will be occasions where the treatment of disabled children is different from non-disabled pupils. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and

substantial (e.g. health and safety reasons). The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- the need to maintain academic, sporting and other standards
- the financial resources available
- the cost of taking a particular step
- the extent it is practicable to take a particular step
- health and safety requirements
- the interest of other pupils

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings for such activities
- reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances
- ensuring there are special arrangements in place for disabled pupils who are taking tests
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation, and devising reasonable adjustments to overcome them, ensuring that staff are briefed on the Special Educational Needs and Disability Code of Practice for schools and Accessibility Plan.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- asking parents during the admissions process about the existence of any special educational needs
- providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

Our school believes that improving access to education and educational achievement by disabled pupils:

- ensures equality of opportunity
- encourages full participation in society
- improves the likelihood of independent living and economic self-sufficiency in the future

We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We improve the accessibility of the physical environment within the resources available in response to needs arising. We seek specialist agency advice when necessary to support our understanding of this.

- We identify and monitor the performance of different groups of pupils: boys/girls, pupil premium, fsm, minority ethnic groups, SEN, disabled pupils, “Looked After” pupils, EAL, chronic medical conditions.
- Assessment procedures take into account the SEND Code of Practice (2015); the needs of EAL pupils.
- We have procedures for involving all parents/carers in their children’s learning and we monitor this involvement and the outcomes.
- We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- Educational inclusion is an integral part of the school development programmes, continuous professional development and governors’ meetings.
- We deploy resources to pupils with SEN in excess of the expectations of the SEND Code of Practice 2015.

Gender Equality

The school promotes equality of opportunity between genders and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

Roles and responsibilities

All who work in our values based school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it
- Making sure 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 harassment and discrimination

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Taking training and learning opportunities
- Teaching staff in particular must teach children about equality and diversity through the curriculum generally and specifically through PSHE lessons and assemblies

Responsibility for overseeing equality practices in the school is as follows:

- Coordinating and monitoring work on equality issues: Headteacher and Deputy Head
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents: Headteacher and Deputy Head
- Monitoring the progress and attainment of vulnerable groups of pupils e.g. pupil premium, SEND pupils and looked after pupils: Headteacher, Governing Body, Inclusion Leader and Senior Leadership Team
- Monitoring exclusions: Headteacher and Governing Body

Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.