

## The Glebe Primary School

### Equality Statement and Single Equality Scheme

2017-19

## Equality Statement

The Glebe 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

The Glebe Primary school mission is to provide a happy school where;

- a) Children are stimulated to extend their knowledge and skills
- b) There is a broad and balance curriculum which is underpinned by British values
- c) Children are motivated to learn in a stimulating learning environment
- d) Children feel safe
- e) All members are valued
- f) All children receive an education tailored to their needs
- g) Children gain positive self-images
- h) Children impassioned to love learning
- i) Children are challenged
- j) All members learn from one another
- k) Children gain empathy with others
- l) Role models of behaviour and respect are present
- m) The whole school approach to development issues are addressed
- n) There are effective communications
- o) The wider communication is an important part of the life of the school
- p) The school is viewed as a lifelong learning environment

## 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 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 demonstrates 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.

The Glebe 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 welcome the emphasis in the OFSTED Framework (2016) on the importance of closing the gaps in achievement which affect:

- Pupils eligible for Free School Meals
- Looked After Pupils
- Adopted from Care pupils
- Asylum seeking families
- Refugee families
- Pupils with special educational needs
- Disabled pupils
- Pupils with parents in prison

- Pupils with parents serving in armed forces
- Pupils identified as young carers
- Pupils with English as a second language

**Date approved by the Governing Body:** Thursday 29<sup>th</sup> July 2017

### **The School Context**

The Glebe Primary School is a coeducational primary school which serves the community for the education of 5-11year old pupils and is larger than the average-sized primary school.

The school has a 26 place nursery which provides pre-school education for 3-4year old pupils. Pupils attend part-time, 5 days per week.

The school currently provides a before school breakfast and activities club for one hour before the start of the school day.

The school works closely with a range of community services (including health and social care professionals) and partner schools to provide a safe and educationally effective environment.

At the last OFSTED inspection, in February 2016, the school was judged to be good in all areas.

Most pupils in the school are of White/British heritage and the number of pupils eligible for Pupil Premium funding is above the national average.

The school has achieved the UNICEF Rights Respecting School award at level 2.

### **Geographical Location**

The Glebe Primary School is located in the geographical area of Teesside on The Glebe housing estate in Norton which is situated to the North of Stockton-On-Tees.

### **Community Served by The Glebe Primary School: Data May 2017**

#### *Gender*

52% boys

48% girls

#### *Ethnicity*

98% White British

0.5% Black African

0.2% Mixed white/black Caribbean

0.8% any other ethnic group

#### *Religious faiths*

48% Christian/Church of England

2% Other religions

33% No religion

#### *Other*

0.2% Forces children

1.1% LAC children

23% Pupil Premium (Including FSM ever 6, LAC, Forces children, asylum seeking children)

14.5% SEND (including 0.2% EHCP and 1.4% disabled)

1.4% disabled  
0.2% transgender  
0.2% young carers

### **School Outcomes**

#### Attainment

**See School website**

#### Attendance

**See School website**

### Qualitative Surveys

Parents have opportunities during the school year to express their views in a questionnaire and via email to the Head Teacher. The school has an open door policy which allows parents to access school leaders in order to express any concerns relating to inequality.

#### Alternative Educational Provision available for all pupils

The Glebe Primary will seek the support and guidance from alternative educational providers when a child has SEND. Pupils may need to be educated in a school with a support base, such as The Bishopton Centre or specialist centre such as Daisy Chain for pupils with ASD. The school SENCo will work in partnership with parents, the local authority SEND team and other agencies (including health professionals) to ensure pupils receive the appropriate educational provision.

#### School Trips accessed by all pupils

We provide pupils with external experiences to enhance the curriculum and to widen their knowledge and understanding of the rich historical and cultural heritage of the local area. This can include visits to places such as Preston Park, Hartlepool Mariner, Beamish Museum, Durham Oriental Museum and Richmond Castle. Opportunities for pupils to engage with the natural environment include visits to Saltholme Nature Park, Billingham Beck, Teesmouth Field Study centre and Thorpe Wood and Wynyard Woodland Park.

#### Extended school activities available for all pupils

We offer a wide range of extra-curricular activities including chess, sewing, football, health and well-being, netball, Let's Get Cooking, dancing, art and science clubs. We also offer guitar and violin tuition lessons.

We also bring visitors into school to support the class teachers to provide pupils with interesting and stimulating experiences. For example we have carnival costume making workshops, theatre workshops, author and illustrator sessions, singing and orchestra and music workshops.

Other workshops provide children with essential skills to keep themselves safe. These include Childline, NSPCC and Kidsafe.

#### Parents' Consultation Meetings

Parent consultation meetings are held every Autumn Term and Spring Term. Annual reports are sent to parents in the Summer Term and following this parents have the opportunity to make an appointment to speak to class teachers if they wish to do so. Parent evenings are well-attended and parents have the opportunity to complete questionnaires to convey their views about the school to the Leadership and Management team and the school governing body. All parents who hold parental responsibility have a right

to copies of annual reports and to seek information from the school regarding attendance, attainment and progress.

#### Incidents

Disclosures and concerns are recorded on the school CPOMs system. This system allows us to closely monitor any equality issues. The Safeguarding Lead, senior leadership team and other relevant members of staff receive electronic notification which can then be acted upon and the appropriate action taken.

Prejudice Driven Behaviour - only 3 incidents have been reported on CPOMs during 2016-17

#### **Staff Training relating to equality**

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

Examples of staff training include:

Stonewall training - awareness and understanding of LGBT

Keeping Children Safe in Education

PREVENT (WRAP) training

Designated Safeguarding Lead training

SEND and LAC training

Team Teach (positive handling techniques)

Basic child abuse training

Esafety training

#### **Relevant Policies**

Policies pertinent to equality and diversity are regularly reviewed

<b>Policy</b>	<b>Review Date</b>
Supporting Pupils with Medical Conditions	Spring 2020
Curriculum Areas	See policy renewal schedule available in school
Looked After Children	Summer 2019
Anti Bullying	Summer 2020
Child Protection Policy	Spring 2019 (annual renewal)
Safeguarding	Summer 2019 (annual renewal)
SEND	Summer 2019
Most Able	Summer 2020
Behaviour	Autumn 2019
Staff Code of Conduct	Autumn 2019
Home School Agreement	Spring 2019

All new staff receive a safeguarding induction pack which includes policies relating to safeguarding and equality.

### **Curriculum Adjustments**

In our school, focused attention is paid to the needs of specific groups of pupils, for example:

- Pupils eligible for Free School Meals
- Looked After Pupils
- Adopted from Care pupils
- Asylum seeking families
- Refugee families
- Pupils with special educational needs
- Disabled pupils
- Pupils with parents in prison
- Pupils with parents serving in armed forces
- Pupils identified as young carers
- Pupils with English as a second language
- Pupils in the social care system as CIN (Children in Need) and CP (Child protection)

There is extra provision for certain groups: pupils with more complex special needs, social and emotional needs (counselling services) or a specific disability requiring specialised equipment and resources.

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 justice. Our curriculum coverage can be viewed in greater detail at <http://www.theagleprimary.org.uk>. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. These include: SEAL (Social and Emotional Aspects of Learning), Lucinda and Godfrey (Sex and Relationships scheme), RRSA (Rights Respecting School Award) and Global Learning. Our school assemblies and RE lessons have a strong focus on SMSC and the rights of children.

The school takes part in certain national projects and award schemes, for example: Rights Respecting School Award, Leading Parent partnership, Global Learning Programme, Eco Green Flag, International Schools, Stockton Anti-bullying accreditation and Sports Partnership. We also promote pupil voice through the School Council, Digital Leaders, Playground Friends, RRSA champions and Eco-warriors.

In curriculum materials across all subjects, there are positive images of: gender differences, varied family units, children from different countries and cultures, children from different faiths and inspirational famous people who inspire and motivate children to succeed.

### **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

- Removed and minimised disadvantage suffered by people connected to particular characteristics (for example disabled, transgender or gay pupils)
- Taken steps to meet the particular needs of people with particular characteristic (for example Jehovah's Witness pupils withdrawn from specific activities)
- Encourage pupils with particular characteristics to participate fully in all activities
- Staff training and information gathered from Stonewall and Tavistock and Portman to support transgender pupils
- Supported the local authority to compile Inclusion Guidance for Schools and Colleges in Stockton-On-Tees to promote equality for particular groups

- Taking part in projects which support partnerships, cooperation and cohesion between particular groups in the community, such as groups of pupils performing to elderly residents, taking part in the Stockton International Riverside carnival, making art work to support the community centre relaunch, pupils singing as they walk along the Stockton heritage trail.

If provision or 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 and carers.

### **Accessibility Plan**

#### **See Appendix 2**

Our accessibility 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**

The Glebe Primary 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 The Glebe Primary School, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- Interviews with pupils
- School Council
- Pupil voice groups of pupils meet regularly, including a forum for different social identity backgrounds, a gender forum and a disability forum
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Interviews with parents and carers, their views being sought for Education Health Care Plans assessments, LAC review meetings and social care

- Pupil engagement in auditing provision
- Pupil involvement in policy creation
- Participation in a working party e.g. steering groups for RRSA and Leading Parent partnership.
- Surveys and questionnaires.

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

- Exit interviews with staff
- Return to work meetings with staff
- Meetings with union representatives
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management
- Participation in a working party.

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

- Example of text to be inserted into communication with parents: "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 FOG meetings
- Feedback from adults using the school beyond the school day
- Participation in a working party and steering groups
- Questionnaires and surveys
- Weekly Newsletters
- Emails to Senior Leadership and communication with the Chair of Governors
- Website

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/carer 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:**

- Pupil Premium - Head Teacher G Repton
- Responsibility for staff - Head Teacher G Repton
- 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) - Senior Leadership team
- Details of the person(s) responsible for monitoring the response to reported incidents of a discriminatory nature - G Repton and the Deputy Head Teacher
- Safeguarding Leads - Head Teacher G Repton and the Deputy Head Teacher
- Details of the person who is single point of contact for Prevent and Hate Crime - Head Teacher G Repton
- SENDCO - H Riley
- Operation Encompass Point of contact - Head Teacher G Repton

**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.

#### **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 agreed 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.

The effectiveness of our Scheme is evaluated and reflected in:

- OFSTED report February 2016
- RRSA Gold Level - 2017

- The School's Self-evaluation Form - on-going
- Quality Mark in Basic Skills report 2017
- Anti-bullying Accreditation 2017
- Stonewall Bronze Level Accreditation

Appendix 1 - See data published on our website for our latest results.

<b>Appendix 2 - The Glebe Primary School Disability Equality and Accessibility Plan 2017-19</b>							
Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will the monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Building Accessibility	Ensure surfaces around the school are safe	Monitor surfaces to ensure appropriate access for visually impaired and wheelchair access	Full access to all parts of the building achieved	Termly Health and Safety check Feedback to Resources committee	Headteacher/SEND Co Site manager Health and Safety officer	Sept 2017	On-going
Building Accessibility	Improved access for visually impaired	Improved daylight lighting  Incorporate installation/renovation of window blinds when refurbishing in KS1	School/classroom environments will be improved to support people with visual impairments- positive feedback from people as appropriate	Termly Health and Safety check Feedback to Resources committee	Headteacher/SEND Co Site manager Health and Safety officer	Sept 2017	On-going
Building Accessibility	Improved access for hearing impaired	Install loop system	School/classroom environments will be improved to support people with hearing impairments- positive feedback from people as appropriate	Termly Health and Safety check Feedback to Resources committee	Headteacher/SEND Co Site manager Health and Safety officer	Sept 2017	On-going
General Duty	Ensure full access to the curriculum for all pupils with disabilities	Continue training for new and existing staff on ways to differentiate the curriculum to meet the needs of children with different disabilities eg. visually/hearing impaired; ASD etc for all staff	Curriculum appropriately differentiated and support allocated effectively- lesson observations; planning scrutiny; provision map and school support plans if appropriate	Every term alongside monitoring & evaluation for other subjects/areas	Headteacher & Senior Management team, SENCO and subject leaders as appropriate	Sept 2017	On-going
General	Promote	Review	Assessment by	In line with	PSHE/Citizenship	Sept	On-

Duty	positive attitudes towards disabled persons	PSHE/citizenship curriculum SEAL Global learning RRSA	class teachers of increased awareness and positive attitudes of pupils	other subject summative assessments and evaluations - at least once every year.	subject leader SENDCo Senior Leadership team	2017	going
General Duty	Integrating disability equality into all aspects of school life	Review policies on Inclusion and Disability Discrimination	Responses collected from pupils and parents questionnaires CPOMS TOOT Toot	Part of school self-evaluation process - annually, policies reviewed every three years	Governors/Headteacher SENDCo Senior Leadership team	Sept 2017	On-going
General Duty	To take account of the disabilities occurring within the school community	Take information about disabilities into account at the point of safer recruitment Staff involved in recruitment process to have adequate training	Use of parental consultations and questionnaires - school SEF form	Part of school self-evaluation process	Headteacher/SENCO Senior Leadership team	Sept 2017	On-going
General Duty	To take account of parent/carer needs in supporting the learning of their disabled child	Parent/Carer/pupil views forms to include appropriate sections - provide support/advice to parents as needed in form of individual consultations or as part of a workshop session	Feedback from those involved eg. satisfaction surveys, feedback analysed	Following workshop session or with a second 'views' form at the end of the year or at a parent consultation meeting	SENCO and class teachers Senior Leadership team	Sept 2017	On-going
General Duty	To meet requirements of implementing the Disability Equality Scheme	Training of staff to raise awareness of the Disability Equality Scheme	Increased awareness amongst school staff as to what the scheme is and how it affects the school and their role	Review appropriate provision in line with Local Authority guidance	SENCO/CPD co-ordinator Senior Leadership team	Sept 2017	On-going