

‘Ours is a school that develops children’s skills and values for lifelong learning and fulfillment’

West Blatchington Primary & Nursery School

Equalities Statement 18-19

This statement has been written to reflect our equalities policy and aims to show the policy in practice.

Please feel free to read our Equalities Policy in full and our Anti Bullying Policy and Behaviour for Learning policy, these are available through the school office.

We welcome our responsibilities under the Equalities Act 2010 to:

- Foster good relations between groups, and to promote community cohesion.
- To advance equality of opportunity to ensure achievement for every learner.
- Eliminate discrimination, harassment and victimisation in the work placement.

The Equalities Act 2010 refers to the protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Policy and approach

Our current school vision ensures that the whole of the school community hold the same ethos and beliefs around equality. At West Blatchington Primary School, we believe in creating a learning ethos where children are actively involved in engaging and stimulating learning experiences. We aspire to create lifelong, reflective learners, equipping our children with knowledge, skills and understanding to help them to make informed choices throughout their lives.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

As well as the specific equality objectives that we are working on the school takes a whole school approach to equality and community cohesion. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum. Some of the ways the school reflects its approach are outlined below.

'Ours is a school that develops children's skills and values for lifelong learning and fulfillment'

Teaching and Learning-

All children's progress and achievement is tracked and monitored. We will monitor and analyse pupil performance by ethnicity, gender, special educational needs and disabilities and social background. Termly pupil progress meetings with teachers are held to ensure all children are reaching their full potential. Any disparities identified will be addressed through targeted curriculum planning, teaching, support and possibly short term intervention. All parent/carers are encouraged to attend termly parents evening/open afternoon to ensure they are up to date with their child's achievements and progress.

We take into account children's experiences and starting points and are responsive to children's different learning styles. Our teaching styles include collaborative learning whereby all children are encouraged to question, discuss and collaborate in problem solving tasks. Pupil profiles have been introduced for some SEND children to ensure children have a voice related to the support they need to successfully access learning. This school believes that self-assessment is a teaching-learning strategy, and we will provide all children with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. We have embedded the use of learning heroes into the children's curriculum, which supports children's ability to develop good learning habits, and as such a good learning culture within the school. We ensure we have a range of extracurricular activities in place to support the wide variety of interests our children have, we also monitor that the children accessing the clubs are reflective of the school community.

We work hard to ensure all children have an understanding of other's needs, and we develop disability awareness through equality work focusing on respecting and understanding difference. We have an onsite Autistic Spectrum Condition facility for Reception to Year 6 children with an EHCP with ASC identified as their Primary Need. Children from the facility access the mainstream lessons when appropriate. The mainstream children are introduced to Autism in an age appropriate way, and as they get older explore further what it means to be autistic, this helps to broaden the children's understanding of the needs of others within our school.

We value the parent's role in their child education. To support parents, we hold meet the teacher meetings at the beginning of the academic year and regular workshops. We encourage all parents/carers to attend parents evening, Early years sessions for parents/carers to stay and explore the learning with their children. We also run Mini Monkeys to support parents in the community to bring their children under 3 to s stay and play session. We also have a strong Inclusion team that work closely with parents/carers, and an open door policy to ensure strong relationships and communication is maintained with parents/carers. We encourage parents to attend a SEND parent's forum which enables parents to support and have a voice in the implementation of the schools Inclusion policy.

Curriculum

We have four main 'drivers' that we feel are important for all school to help drive the curriculum these are Equality, Oracy, Enquiry and Opportunity and we have introduced 'Responsibility' as the overarching driver .

The curriculum is reviewed alongside the government changes and school developments to ensure it is reflective of our school community, the children's beliefs and values and widens all children's experiences of the wider world. We will monitor and evaluate its effectiveness. The curriculum builds on children's starting points, and is differentiated appropriately to ensure the inclusion of all groups. As Equality is one of the main drivers for the curriculum staff are working hard to ensure that planning incorporates the principles of equality and to promote positive attitudes of diversity. The content of the curriculum should reflect and value diversity encouraging children to explore bias and to challenge prejudice and stereotypes. We are continually working hard to develop links with the community.

'Ours is a school that develops children's skills and values for lifelong learning and fulfillment'

We are in our second year of embedding the 'Working with Others' programme which is teaching children the core skills for relational intelligence, and to be able to work successfully alongside each other and within a group. The PSHCE curriculum uses some aspects of The SEAL (Social, Emotional Aspects of Learning) curriculum alongside WWO and class based needs. School council is an important part of hearing children's voice and opinions within our school and we ensure that pupils are chosen who can represent a range of groups and perspectives.

We ensure our Behaviour for Learning policy is consistent and clear and staff and children have high expectations at all times using a positive approach. A clear framework, staged approach is in place to support the vision that some children need a more individualised approach but that behaviour of an individual should not get in the way of any child's access to the curriculum.

Extracurricular activities and special events cater for interests and capabilities of all pupils and parents and children are consulted to take account of parental preferences related to religion, gender and culture.

Pastoral Support

All staff and members of the school community are expected to foster a positive atmosphere of mutual respect and trust among the children from all ethnic groups and range of abilities. Staff challenge stereotypes, challenge prejudice and foster children's awareness and concepts of fairness, enabling them to detect bias and challenge equalities. Staff are made aware of additional vulnerabilities, (e.g. exposure to potential radicalisation) that children may be exposed to and respond to these in a culturally sensitive manner, taking advice as and when appropriate.

We welcome the diversity of languages in our school and we give them status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible. The school benefits from working closely with EMAS (Ethnic Minority Achievement Service). Our EMAS teacher works in Key stage 1 and 2 with targeted children. EMAS provide Bilingual assistants in the Early Years and in other year group if there are New to English children. We have trained 'Young Interpreters' to support our New to English pupils in class and at playtimes.

We have a strong Inclusion team consisting of the Inclusion Leader (SENCo), a Senior Learning Mentor, who takes a lead on behaviour for learning, and a Family Liaison officer, a qualified social worker, whose role is to ensure the safeguarding of our pupils and as such she works closely in supporting children and families. We believe the development and support of the whole child, including their social and emotional development, is vital to successful learning and progress.

The school offers a wide variety of support for pupils who may be encountering emotional and social difficulties. There are stringent safeguarding procedures and policies which all staff receive regular training on and a strong system for sharing information on pupils. There is a clear structured Behaviour for Learning policy which is adhered to by the whole school offering an environment where all children can thrive. Some children and families are supported through the Early Help process where multi-agency support is in place to enhance the well being of the child and their family. The school works very hard to build and maintain strong, trusting relationships with parents/carers. Children may be supported through nurture/friendship groups, pastoral support on a 1:1 basis, and/or personalised strategies in place, in class and break times, to ensure children can feel safe and supported at school.

Children can sign up for drop ins with a member of our Inclusion team if they have any concerns/worries and voice boxes are available for children to enable children to write any concerns and post them confidentially in the box.

'Ours is a school that develops children's skills and values for lifelong learning and fulfillment'

These are shared with all key staff that are working with the children. If children have a medical/health need then a detailed Care Plan is compiled by staff and medical professionals in consultation with parents/carers. This information is shared with all staff who are involved with the child, and training will be completed if appropriate.

Behaviour and Attendance

The school expects high standards of behaviour from all pupils, appropriate for their developmental level. We have procedures for managing behaviour that are fair and applied equally for all. All staff are expected to operate consistent systems of reward, discipline and reflection/reparation, and we use the Restorative Justice Approach. It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour. The current behaviour policy is continually reviewed and a clear staged process in place. The school offers support for parents/carers who may be struggling with their child's behaviour, social and emotional needs, this may be through the Early Help support process or through meeting one of the members of the experienced Inclusion team who can offer advice, or signpost families to other services for support.

Staff are trained on recognising the difference between bullying and prejudice related/hate incidents and these are dealt with in accordance with the school anti-bullying policy and LA policy. All incidents are recorded in order to identify trends and patterns. The school takes all aspects of bullying seriously and works very hard to ensure that it is dealt with effectively and swiftly. Staff have also received training around the PREVENT duty and are aware of their role and associated responsibilities in relation to this area.

The school has a rigorous system in place for tracking attendance and lateness. Information and advice on attendance is made available to parents/carers and can be available in accessible forms. We monitor absence by ethnicity, SEND and Pupil premium and action is taken in order to address any disparities between groups. Small group and reward systems are in place to encourage and celebrate good and improved attendance. Following local authority guidelines, any request for absence are assessed on an individual basis. We make provision for leave of absence for religious observance for children and staff. We fully support children with long term medical needs who may have erratic attendance.

Our Equalities Objectives for the Year 2018-19 are

- ***A main driver, and key objective from our School Improvement plan 18-19 is to support children to access a language rich curriculum and environment to enable good progress for all.***
- ***To increase the level of pupil voice and community voice through the development of systems and forums that include a fair representation of all. This will foster good relationships in the school between those who have protected characteristics and those who do not.***
- ***To strengthen the progress of SEN pupils, particularly boys, and for them to make good progress relative to their starting points to ensure all have equal opportunity to achieve their full potential***
- ***To ensure the school environment is as accessible as possible to pupils, staff and visitors to the school and to allow equal access to information for all parents. This will be through ensuring the 3-year accessibility plan is written in line with the Equality Act and monitored, taking into account the new school build.***