

## EQUALITY AND DIVERSITY STATEMENT

### Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body .....

Date to be reviewed by the Governing Body .....

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### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- **eliminate discrimination,**
- **advance equality of opportunity**
- **foster good relations**

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions
- Prepare and publish equality objectives
- We will not publish any information that can specifically identify any child

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Our school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded vision and values:

1. We try to ensure that everyone is treated fairly and with respect.
2. We want to make sure that our school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
4. We recognise that for some pupils extra support is needed to help them to achieve and be successful.
5. We try to 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 and House Captains.
6. 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 set our Accessibility plan objectives for a 3 year period and review the progress annually.

We welcome our general 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; to 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.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

1. Pupils from certain cultural and ethnic backgrounds
2. Pupils who belong to low-income households and pupils known to be eligible for free school meals
3. Pupils who are disabled, or who are in the process of being diagnosed as disabled!
4. Pupils who have special educational needs
5. Boys in certain subjects, and girls in certain other subjects.
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

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

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

At Willowbrook Primary School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### **Our Ethos/mission**

#### **BRIGHTER FUTURES, LEARNING TOGETHER**

#### **We make learning fun and make the most of our resources**

At Willowbrook Primary School we work hard to be a school that provides a happy, caring, stimulating and creative environment where our children can recognise and achieve their potential and make their best contribution to society.

#### **We expect our children to achieve their best**

We have high expectations of our children throughout their time at our school. Academic success is vitally important as is the children's personal, social, health and emotional development. We focus on challenge, engagement, enjoyment and achievement.

#### **We believe in connecting learning in an exciting way**

Our curriculum is driven by enterprise, communities, personal well-being and the environment. We believe learning takes many forms and we undertake many activities with the aim of developing the children's skills, interests and talents.

#### **All children's needs are met**

We support the children's needs with many different programmes across the school.

#### **We work in partnership with others**

We also work with parents, the local community and have links both nationally and internationally to share and learn.

#### **We believe in lifelong learning**

We are committed to instilling a love of learning that lasts a lifetime, working towards successful and happy futures for our young people and our community.

#### **OUR AIMS**

To always be looking for new ideas to improve the school.

To work together with you, the local community and beyond to support the children.

To create a curriculum that will let every child have an equal chance of achieving high academic success.

To provide a welcoming, safe and supportive environment where children become self disciplined and self confident.

To encourage our children to act responsibly, show initiative, be considerate and respect themselves and others.

To help and encourage parents and carers to learn with their children.

To ensure children are helped to appreciate and understand the world in which we live and become responsible citizens of the world.

### Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher /Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them as part of a newsletter.

### Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office.

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Leicester City Council's Website: <http://www.leicester.gov.uk/equalityguidance/>



## School policy statement on equality and community cohesion

### **Part 1: Information about the pupil population and their achievements compared to National where available"**

Number of pupils on roll at the school: 470

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:

1. Asthma & Eczema
2. Physical Disability- Muscular Dystrophy
3. Attention Deficit Hyperactivity Disorder
4. Autism
5. Epilepsy
6. Allergies – milk, citric acid, penicillin, nut allergy
7. Sensory Impairments

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

#### **Part 2: Our main equality challenges**

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

We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school.

#### **Attainment of all groups**

We are prioritising closing the gap to National standards of attainment and progress for all groups.

Special educational needs						
	Whole school	Attendance	Standards (Attainment)		Progress for all subjects (achievement)	
	% of sch population	Willowbrook attendance	National standards KS2 combined reading, writing, maths	Willowbrook End of KS2 combined	National progress	Willowbrook progress
No identified SEN	87.7%	Whole school: 95.1%	90%	97%	100.1	100.5
SEN support	13.6%	95.6%	43%	88%	99.3	101.3
Statement	0.9%	93.7%	16%	n/a	97.9	98.0%

Gender						
	Whole school	Attendance	Standards		Progress	
	% of sch population	Willowbrook attendance	National standards KS2 combined reading, writing, maths	Willowbrook End of KS2 combined	National progress	Willowbrook progress
Boys	52.7%	94.8%	77%	93%	100.1	100.6
Girls	47.3%	95.3%	83%	95%	99.8	100.6

FSM						
	Whole school	Attendance	Standards		Progress	
	% of sch population	Willowbrook attendance	National standards KS2 combined reading, writing, maths	Willowbrook End of KS2 combined	National progress	Willowbrook progress
Non FSM	52.6%	Whole school: 95.1%	70%	90%	100.1	100.0
FSM	47.4%	94.2%	84%	96%	99.8	101.4

Disadvantaged pupils						
	Whole school	Attendance	Standards		Progress	
	% of sch population	Willowbrook attendance	National standards KS2 combined reading, writing, maths	Willowbrook End of KS2 combined	National progress	Willowbrook progress
Disadvantaged pupils	44.3%	94.6%	70%	86%	99.8	101.3
Other pupils	55.7%	Whole school: 95.1%	85%	100%	101.0	100.0

Ethnic groups							
	Whole school	Attendance		Standards		Progress	
	% of sch population	Attendance	Significant groups (3 or more children)	National standards KS2 combined reading, writing, maths	Willowbrook End of KS2 combined	National progress	Willowbrook progress
White	69.7%	Willowbrook whole school attendance	30 White British	81%	93%	99.8	101
Mixed	7.5%	96.2					
Asian or Asian British	13.6%	91.6	3 Indian	87%	100%	100.7	101.7
Black or Black British	3.7%	98.8					
Chinese	0%	na					
Any other ethnic group	0%	na					

English as a first language							
	Whole school	Attendance		Standards		Progress	
	% of sch population	Willowbrook whole school attendance		National standards KS2 combined reading, writing, maths	Willowbrook End of KS2 combined	National progress	Willowbrook progress
EAL	13.0%	95.5%		77%	100%	100.7	101.3
Non EAL	87.0%	Whole school: 95.1%		81%	92%	99.8	100.5

### **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 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.

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
3. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels
4. We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors through the 'data report'.
5. We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis
6. The Leadership Team of the school is concerned with closing gaps, this is reflected in the school's values.
7. We give due regard for equality issues in decisions and changes we make.
8. We deal promptly and effectively with all incidents and complaints of bullying and harassment that 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 all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
9. We provide training to all staff in relation to dealing with bullying and harassment incidents.
10. We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.

Disability: We are committed to working for the equality of people with & without disabilities		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We set challenging targets to ensure our children with disabilities make good progress.</p> <p>We provide good quality training for our staff on inclusion.</p> <p>When required, we gain external advice and support from many different professionals/agencies</p> <p>We promote positive links with our parents.</p> <p>There is a designated Governor for SEN.</p> <p>Specific targeted support where appropriate.</p> <p>Annual reviews</p> <p>Liaising and working in partnership with a number of professional organisations.</p>	<p>Our school admissions criteria which welcomes all pupils.</p> <p>We work with private Nurseries ensuring transfer into Reception is effective &amp; as smooth as possible</p> <p>We liaise with special schools in the City and beyond regarding effective provision</p> <p>Regular meetings with parents.</p> <p>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people.</p>	<p>Children experience a positive start.</p> <p>Parents are kept well informed. Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>Effective inclusion of children with disabilities.</p> <p>Pupil voice shows that our children with additional needs are happy in school</p>
		<p>Next steps</p> <p>TA deployment to reflect the needs of individuals.</p>

Ethnicity & Race incl EAL Learners: We are committed to working for the equality of all ethnic groups		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>Initial assessments are completed promptly for new arrivals and learning plans are put into place, these may include targeted intervention.</p> <p>We identify appropriate provision and then monitor its impact.</p> <p>A supportive network, we use a variety of strategies to support our new families.</p> <p>Children are buddied up with a child within their class to support them initially.</p> <p>We set targets to improve the attainment and progression rates of particular groups of pupils.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities</p>	<p>An informal open door policy, staff are available at the start and end of the day.</p> <p>We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p>	<p>Children experience a positive start.</p> <p>Parents are kept well informed and they do attend school events: assemblies, book looks, parents evening, productions, year group meetings</p> <p>Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>Pupil voice is monitored regularly</p>
		<p>Next steps</p> <p>Continue to celebrate 'special events' that are pertinent to our EAL pupils through assemblies etc to aid feeling fully included and accepted into our predominantly white British school.</p> <p>To monitor attainment of significant groups as part of our assessment cycle</p>

Gender: We are committed to working for the equality of both sexes		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We monitor the attainment and progress of all our pupils by gender. We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.</p> <p>We set targets to improve the attainment and rates of progress of particular groups of boys and girls. The School Council ensures both boys and girls views are equally represented. Sports teams: these are equally represented by boys and girls. . We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.</p>	<p>We support all our children in their interests of running a variety lunchtime clubs</p> <p>We hold parents and grandparents day with both genders to support learning</p> <p>We try to ensure we include positive, non stereotypical images of men &amp; women in the curriculum</p> <p>We have 10% of male staff and they are represented in both Key stages including a Deputy Head teacher providing role models for boys. In addition, a male member of the pastoral team- behaviour mentor.</p>	<p>Children's attainment does not show any systematic differences in attainment</p> <p>The curriculum is enhanced by increased pupil voice as suggested by OFSTED Nov '11</p>
		<p>Next steps SIP focus Further developing our pupil voice in the curriculum to ensure it is meeting the needs of all</p>

Religion & Belief: We are committed to working for equality for people based on their religion, belief or non belief		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We support our pupils to build their sense of identity and belonging through our whole school values system of CARE : 'R' expecting one another!</p> <p>We promote inclusion for all our faith Groups. We offer translators for example at parents' evening.</p>	<p>We visit the places of worship as part of our RE curriculum.</p> <p>We follow closely the agreed RE syllabus. We use 'Collective Worship' encourage deeper thinking and reflection about some bigger issues</p> <p>We forge links with our local Church.</p> <p>We recognise and celebrate where appropriate to our context, significant religious events from different religions</p>	<p>We have very few racists incidents</p> <p>We have a well-resourced RE curriculum that supports the children's understanding and experiences of the differing religions</p>
		<p>Next steps We have appropriate links to other faiths alongside the predominantly Christian message as required by law</p>

#### **Part 4: Consultation and engagement**

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are

Annual Questionnaire - pupils & parents

Parents Evenings

SEN reviews

Informal morning/end of day chats with teachers, Head & Deputy

Parent information evenings

House Captains

School Council

Governor days, engaging with parents & pupils as part of the monitoring role

## **Part 5: 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 felt it appropriate to have an objective for each group. We will regularly review the progress we are making to meet our equality objectives

Equality Objectives				
Date set	Type of group	Objective	Measure	Achieved date
July 15	Disability	TA deployment to reflect the needs of individuals.	Effective use of staffing budget to meet individual needs.	
July 15	Gender	Further developing our pupil voice in the curriculum to ensure it is meeting the needs of all	For pupil voice to contribute to key changes in the curriculum.	
Sept 15	Gender	To engage boys more actively in reading and the wider curriculum- SIP focus.	Over time, data will not show disparities between the attainment of boys and girls.	
Nov 15	Ethnicity	Continue to celebrate significant festivals and events through assemblies etc to encourage children to feel fully included and accepted into our predominantly white British school.  To monitor attainment of significant groups as part of our assessment cycle  To create a new arrivals induction policy  Introduction of the 'Cultural Inclusion Leader' role.	Monitoring shows appropriate links to assembly themes & religions linked to SMSC and links throughout the curriculum  Data is monitored termly as part of pupil progress meetings  A policy consistently used by all staff	
Nov 15	Religion	To have an assembly cycle allowing for links with other faiths to be planned for.	Monitoring shows that all religions and faiths within the school have the opportunity to celebrate their faith within a whole school assembly.	
Nov 15	ALL	To better assess children who are working below National Curriculum Levels, ensuring that their small steps are recognised.	Clear criteria for progress in learning for children below NC levels	