



Highbury Primary School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

EQUALITY, DIVERSITY AND COMMUNITY COHESION POLICY

Highbury Primary and Nursery School’s mission is:

- To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential
- To achieve academic excellence by ensuring each pupils performs to the best of their ability
- To work together as a team with parents and carers within the community to promote respect responsibility for the benefit of all.

Highbury Primary School provides education for all and values diversity as a rich learning resource. We are proud of the cultural diversity within our school community and aim for ‘excellence for all’. Everything we do is underpinned by the basic moral position that everyone is of equal value by virtue of being human. We take pride in challenging beliefs and/or assumptions, which privilege any group of people over others and we promote equality for all, particularly those at risk of discrimination or marginalisation.

We strive to maintain a strong and vibrant school community in which all members share a sense of belonging and which plays a positive role within the school, in the school’s neighbourhood and wider community. Respect for all is a core value in school life and British culture. Respect is underpinned by the inclusive values of equality, fairness, trust, collaboration and negotiation.

Rationale.

To articulate the school’s commitment to equality and, therefore, the values that permeate all other school policies and practices.

To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected.

To promote equality of opportunity and eliminate unlawful discrimination and harassment.

To recognise the role of the school as a focal point in the local community and as a resource to support learning and develop values.

To explore the school's links with the wider, national and global community. (Community Cohesion).

To comply with statutory duties under equality legislation and relevant Codes of Practice.

To address all equality and anti-discrimination issues in one document.

Purpose.

To ensure that there is equality of opportunity for all members of the school community, existing or potential, and any barriers to learning and participation are reduced or removed.

To ensure that the school promotes equality of opportunity in principle and eliminates direct or indirect discrimination in all its functions as employer, service provider and community resource.

To ensure that everyone is treated with respect and that any form of prejudice is challenged and eliminated.

To ensure that the school makes a constructive contribution to the local, national and global community.

To develop a single equality policy for Highbury Primary School.

Guidelines.

1) In pursuit of equality and respect for all, every member of the school community is expected to act with honesty, integrity, care, kindness, thoughtfulness, responsibility and humility.

2) Every child is entitled to a broad and balanced academic and social curriculum, which is accessible to them. Teaching and non-teaching staff work closely together to ensure that all learning tasks are made meaningful and relevant to every learner and that curriculum content and resources represent and celebrate diversity.

3) Staff ensure that all children are enabled to participate fully in the life of the school, including educational visits and other school trips.

4) Children in school learn about 'The UN Rights of a Child' and how to apply and defend them. They are helped to learn to understand others and to value diversity.

5) All members of the school community feel able to openly discuss potentially contentious issues, while the school's core values are consistently upheld.

6) There is zero tolerance on language or behaviour which is disrespectful to others. Language which insults, embarrasses, intimidates, humiliates or ridicules is unacceptable. Staff use their professional judgement when dealing with any incident. All complaints concerning harassment, abuse or discrimination are recorded and appropriate action is taken.

7) Children's attainment and progress are carefully monitored to ensure that no identifiable group is underachieving. Attention is given to the progress of identifiable groups of children currently in school, as well as to trends over a number of years.

8) Children's personal, social and emotional development is carefully monitored to ensure that children's confidence and self-esteem thrive and that every child feels welcomed and sufficiently supported, particularly those at risk of discrimination or marginalisation.

9) Pupil behaviour, discipline and exclusions are carefully monitored to ensure that no identifiable group is over-represented without a challenge.

10) Parents and carers are seen as key stakeholders in their children's learning and development; their views are regularly sought and respectfully listened and responded to.

- 11) Children's are agents in their own learning and development is acknowledged; their views are regularly sought and respectfully listened and responded to, particularly in any decision-making that affects them.
- 12) Disabled people from the local and wider community are consulted when the school considers how to further promote disability equality and avoid discrimination.
- 13) Opportunities are regularly sought to hold events that bring together people from a variety of different backgrounds and foster positive relationships.
- 14) The school actively pursues links with the local, national and global community.
- 15) All processes for staff recruitment, induction, development and progression are scrutinised and carefully explored to ensure that no individual is treated unfairly.
- 16) We aim for diversity of children in the school and the local community is represented in the complement of staff and governors.
- 17) Extra monitoring of vulnerable pupils – greater pupil voice opportunities

Rationale.

Highbury Primary, Nursery and Day care provides education for all, acknowledging that the society within which we live is enriched by diversity. Highbury strives to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school and wider community; we seek to ensure that everyone is equally valued and treat one another with respect and fairness. Pupils and other members of the school community are provided with the opportunity to experience, understand and celebrate diversity.

Highbury also has a duty to promote community cohesion across four dimensions:

- The school community — including all stakeholder groups.
- The community within which the school is located — Portsmouth.
- The national community.
- The global community.

Legal Duties.

- 1) We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
- 2) We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 3) We recognise that these four sets of duties are essential for achieving the five outcomes of the Curriculum 2014, and that they 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.

Aims.

In fulfilling the legal obligations referred to above, we are guided by seven Core Principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners as of equal value: whether or not they are disabled whatever their ethnicity, culture, religious affiliation or non, national origin or status, whichever their gender.

Principle 2: We recognise and respect diversity.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face, in relation to: a Disability, so that reasonable adjustments are made. Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised and Gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.

A positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.

A mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment. Support for vulnerable pupils

Principle 4: Staff recruitment, retention and development.

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development: Whether or not they are disabled whatever their ethnicity, culture, religious affiliation, national origin or national status whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between: disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls and boys, women and men. Proactively supporting vulnerable children by positively supporting them.

Principle 6: We consult widely.

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

Disabled people as well as non-disabled.

People from a range of ethnic, cultural and religious backgrounds.

Both women and men, and girls and boys.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

Disabled people as well as non-disabled.

People of a wide range of ethnic, cultural and religious backgrounds.

Both women and men, girls and boys.

Objectives.

We will put our core principles into practice and act as an equality champion and community leader by:

- Promoting equality and diversity, for example by assessing the impact of our policies on different groups.
- Challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community promoting community cohesion, opposing all forms of prejudice which stand in the way of fulfilling our legal duties:

- Prejudices around disability and special educational needs prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, refugees and people seeking asylum prejudices reflecting sexism and homophobia.

Developing a long-term strategic plan: assessing the impact of this policy and our strategic plan.

Procedures.

We recognise that the actions resulting from a policy are what make a difference.

We will keep each curriculum area and all aspects of learning under review in order to ensure that teaching and learning reflect the seven core principles.

We use quantitative and qualitative data relating to the implementation of this policy, and take action as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down appropriately according to disabilities and special educational needs, ethnicity and gender.

Prejudice-related incidents will be identified as such when anyone involved with the incident feels that it is motivated by prejudice. All such incidents are referred to the Pastoral Team, whose role it is to assess, record and deal with all incidents. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

We ensure that the core principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- Learners' progress, attainment and assessment.
- Learners' personal development, welfare and well-being.
- Teaching styles and strategies.
- Admissions and attendance.
- Staff recruitment, retention and professional development care, guidance and support.
- Behaviour, discipline and exclusions.
- Working in partnership with parents, carers and guardians.
- Working with the wider community.

Roles and responsibilities.

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

A link member of the governing body is appointed to maintain a watching brief regarding the implementation of this policy and in order to lead the Governing Body in fulfilling its role.

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom.
- Deal appropriately with any prejudice-related incidents that may occur.
- Identify and challenge bias and stereotyping in the curriculum.
- Support pupils in their class for whom English is an additional language.
- Keep up-to-date with equalities legislation relevant to their work.

Monitoring and evaluation.

The Head teacher will report to the Full Governing Body each term, regarding any incidents involving discrimination or harassment.

Approved by the governing body_____

Date: March 2019

Review Date: March 2022

Highbury Primary, Nursery and Daycare School Equality Information and Objectives
The 2010 Equality act places a duty on the school to publish the following
information on an annual basis.

Characteristics of our school population

This information was obtained from the School Census Return 2019

| Gender | Foundation | Year 1 to Year 6 | Total |
|--|------------|----------------------------|-------|
| Total | 60 | 342 | 402 |
| Girls | 33 | 177 | 210 |
| Boys | 27 | 165 | 192 |
| PP | | | |
| 100 | | | |
| Ethnic Groups | | | |
| | | Any Other Asian Background | 3 |
| Indian | 7 | Any Other White Background | 10 |
| | | Black African | 9 |
| Bangladeshi | 7 | Any Other Mixed Background | 4 |
| | | White and Asian | 6 |
| Pakistani | 6 | White Irish | 1 |
| | | Any other background | 2 |
| White British | 342 | Black Caribbean | 1 |
| | | White and Black African | 5 |
| First Languages – 18 | | | |
| Bengali | 7 | French | 1 |
| | | Greek | 1 |
| English | 372 | Thai | 1 |
| | | Polish | 2 |
| Hindi | 1 | Shona | 1 |
| | | Gujarati | 1 |
| Vietnamese | 3 | Romana | 5 |
| | | Japanese | 1 |
| Chinese | 1 | GA | 1 |
| | | Akan/Twi-Fante | 2 |
| Urdu | 2 | Russian | 1 |
| | | Malayalam | 2 |
| Total proportion of pupils who speak English as an additional language | | | 8% |

| Actions undertaken over the past year to promote Community Cohesion | |
|---|---|
| Actions in school | Actions involving the local/wider/global community |
| Family learning sessions – attended by 47 families | Parents from different cultures to support curriculum and enrichment |
| Mummy and Me sessions 3 families | Shoe box appeal |
| Family picnic | Harvest collection for food bank |
| Induction tea party | National football tournament |
| Pet club | United Nations rights of a child in collective worship |
| Parents to lessons – celebration of terms learning | Focus on water aid |
| Phonics, maths and reading workshops for parents | Visits from the Mayor and Bishop |
| Parents from different cultures to support curriculum and enrichment | Visits to church / cathedral |
| Celebration assembly on Friday for certificates to which families are invited | Trips around Portsmouth / Carol singing |
| Sponsored read and book sale | Infant and Junior voices |
| Christmas / Easter / Summer Fair Regular circle time | Fair Trade Status / Fair trade project |
| Links with external sports clubs for talented pupils | Stories from other cultures e.g Rainbow Bird – Aboriginal story / Masai and I / Rubbish Town Hero |
| Termly plays – Nativity / Easter Play / Summer production | Fund raising for UNICEF – Lent appeal |
| Philosophy for children (P4C) activities on moral issues | Fund raising for the Rowans Hospice |
| Interschool sports tournaments | Christmas fund raising for Shelter |
| Dance club – performance | Trips beyond Portsmouth – London / New Forest |
| Buddy coaching system with KS1/KS2 | Visitors from local churches for assembly |
| Swimming | Participation in cluster sports activities Y3/Y4 |
| ECO schools / Nature & Gardening club | Carol singing in Portsmouth |
| Swimming | Participation in HMS Valiant Olympic sports event |
| Change for life scheme with parents | Children leading own fund raising for Water Aid |

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|--|--|
| Sports day | |
| Homework club | |
| Visits by firemen, School nurse, Vicar | |
| Bikeability | |
| Glee club performance | |

| Religion and Belief | | | | |
|---------------------|-------|--------|-------------|-----------------|
| Christian | Hindu | Muslim | No Religion | Other Religions |
| 125 | 0 | 9 | 203 | 1 |

| Actions undertaken over the past year to promote tolerance and understanding of different religions | |
|--|---|
| We will continue to deliver a robust RE scheme of work and visit different places of worship as part of our curriculum | |
| Celebration of the Nativity by Foundation and KS1 Use of experts from other religions especially the children Visit Mosque / Synagogue Easter play KS2 – Yr3/4 Other religious festivals celebrated through collective worship Visits from local churches | Visit to W11 memorial Visits to places of worship Promotion of Anti-bullying Policy |

No information was available on the following protected characteristics:

- Gender reassignment.
- Sexual identity.

| Special Educational Needs and Disability | Percentage | Numbers | SEND types | |
|--|------------|---------|---|----|
| No. of SEND | 25% | 100 | | |
| School Support | 14.8% | 50 | Specific learning difficulties | 9 |
| EHCP | 4% | 4 | Moderate learning difficulties | 18 |
| | | | Social, Emotional and Mental Difficulties | 23 |
| | | | Speech and Language Difficulties | 44 |
| | | | Visual impairment | 2 |
| | | | Physical Disability | 2 |
| | | | Hearing impairment | 2 |

Attendance Sept 2018 – Feb 2019

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|-----|-------|------------------|-------|------|--------|------|--------|-------|--------|------|--------|
| All | 95.5% | English Speakers | 95.5% | EA L | 96.29% | FS M | 93.67% | SEN D | 96.03% | EHCP | 82.58% |
|-----|-------|------------------|-------|------|--------|------|--------|-------|--------|------|--------|

Actions undertaken over the past year to promote a greater understanding of living with a disability

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|---|---|
| Support for young carers Full access to school for disabled visitors ECAR training to support lowest achievers in reading and writing Liaison with outside agencies to promote access to the building and curriculum Promoted inclusion of disability through collective worship and lessons – wheel chair basketball | Co-constructed Local Offer with stakeholders Speech and Language intervention in operation Termly provision map delivered by TAs Family support workers employed The children's voice has been taken into account when supporting children with disability Bereavement counselling 1:1 for hearing impairment |
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| Admission |
| The school population reflects the diversity of the local area. |

Review of Equality Objectives.

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|--|---|
| To support parents of vulnerable pupils to attend 95% of the time | Set targets in plans Chase non attendance Support parents to bring their children to school through home visits and pick ups Liaise with social workers when necessary |
| Further narrow the gap between FSM attainment and non FSM | Interventions and whole class teachers have led to PP children having better attainment and making better progress than non PP on leaving the school |
| Ensure that pupil leadership is fully inclusive | PP/Eco Council/Prefects and class responsibilities all reflect the full range of pupils at Highbury |

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| Prejudice Related Incidents |
| No exclusions were race related |

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|-----------------------------|--|
| Equality Objective 1 | Boys with PP make better progress and attain higher |
| Why | Boys in the early years in KS1 attain less well |
| How | Introduce planning in the moment, story scribing and a new approach to handwriting |
| Outcome | Boys are more motivated and supported to mark make |

| | |
|-----------------------------|--|
| Equality Objective 2 | To further support SEND pupils especially those with speech and language |
| Why | Currently disadvantaged children who are also SEND and or vulnerable do not attain in line with all children |
| How | Teachers to focus their questioning on these children to check their understanding. To support during quality first teaching with differentiated questioning, to check understanding and offer follow-up when required. For TAs to deliver interventions consistently. |
| Outcome | Multi group pupils make progress term on term |

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|-----------------------------|--|
| Equality Objective 3 | Pupils with challenging behaviour are able to self-regulate |
| Why | So that they can be fully included in class |
| How | New Behaviour Policy, training for staff, consistency applied |
| Outcome | Challenging pupils behaviour is well managed and a safe caring ethos is maintained |