

Keir Hardie Primary School & Children's Centre



Equalities Policy

Reviewed:	Autumn 2023
Date of Next Review:	Autumn 2024

Public Sector Equality Duty at Keir Hardie Primary School

The Equality Act 2010 introduced a Public Sector Equality Duty (PSED) which applies to all public bodies, including schools. It requires public bodies to have due regard to the need to:

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

Having due regard means consciously thinking about these three aims as part of the process of decision-making.

In addition, there are two other specific duties which public bodies must fulfil under the PSED:

4. Publish information about how the school meets its equalities duties.
5. Establish Equality objectives in the form of an Action Plan.

Protected characteristics

Disability
Sex (gender)
Race (ethnicity)
Religion and Belief
Sexual Orientation
Pregnancy and maternity
Gender Reassignment

The purpose of this policy is to publish information about how we meet our equalities duties. It is divided into the following sections.

- Section 1** Information about the different groups within our school population.
Section 2 How we eliminate unlawful discrimination, harassment and victimisation.
Section 3 How we advance the equality of opportunity between people who share a protected characteristic and people who do not share it.
Section 4 How we foster good relations between people who share a protected characteristic and people who do not share it.

All of this information is taken from working documents such as the School Improvement Plan and Data Analysis. We already use this information to identify what we are doing well for our pupils and what we need to improve. A separate document, Equality Action Plan, details our objectives for the future and how we plan to achieve them. An Accessibility Plan is also in place, which outlines how we plan to improve accessibility to our school premises and the curriculum for all groups and individuals. All of these documents are available on the school website.

Learning Mentors work proactively with families and the Attendance Service to ensure attendance is as high as possible. They work to improve the overall attendance percentage and to reduce the percentage of children who are persistently absent (below 90%).

Pupils with full attendance are recognised and rewarded in termly and annual “100% attendance” parties.

Eliminate unlawful discrimination, harassment and victimisation.

The school meets this duty in the following ways:

- The SMSC/P.S.H.E. curriculum promotes a positive image of all members of society and celebrates difference. The use of “Big Questions” allows pupils to explore their own feelings, views and opinions and to listen to and respect those of others.
- The school has an annual Rights and Respect Week with lessons, workshops and assemblies focusing on individual rights and responsibilities in school and the wider society.
- The school has a strong focus on e-safety and teaching pupils (and parents) the ways in which pupils can be vulnerable to abuse and cyberbullying online. E-safety is at the heart of the computing curriculum for all year groups and regular workshops are held for parents to ensure they understand how best to protect their children from potential online abuse.
- The school has a behaviour policy and procedures which are understood by all staff and pupils and which are consistently followed. There is a system of rewards and consequences in place to encourage good behaviour and positive relationships and to discourage inappropriate, disruptive or bullying behaviour. It promotes pupils to be reflective and includes restorative conversations with adults and peers
- This behaviour policy is reviewed annually. All new staff receive induction in the school’s behaviour policy and procedures. Classes also devise their own codes of conduct.
- The school has a code of conduct for staff which outlines how staff are expected to behave in a professional manner towards pupils and each other at all times. Any breaches of this code of conduct are dealt with by the headteacher.
- Parents are informed of the school’s expectations regarding their own conduct on school premises via the school handbook. There are clear guidelines on whom to approach with concerns or complaints. Should a parent breach this code of conduct, the headteacher may issue a temporary ban from school premises.
- Anti-bullying is an annual curriculum focus in all year groups. Children learn what bullying is and what to do if they are being bullied or if they know that someone else is being bullied. The school has a “Speak Up” approach. All incidents of bullying are dealt with by a member of the Senior Leadership Team and parents of both the victim(s) and bully(ies) are involved in resolving the issue. For further information see our anti-bullying policy.
- All incidents of racist behaviour are dealt with by a named member of staff (currently Deputy Head teacher) and are recorded in line with Newham guidelines. Parents are informed of all racist incidents.
- The school takes preventative steps wherever possible to avoid excluding pupils. Where exclusions are deemed necessary, the school complies with The Equality Act 2010

The main thing we do as a school is to provide equal access to high quality education for all pupils in our school and to promote achievement and attainment for all. In order to ensure this, we use data to compare the progress and attainment of individual pupils and groups. Where analysis shows a marked difference between progress and attainment of individuals or groups, the school acts to address these differences.

Other ways in which we advance equality of opportunity

Area	Steps taken
Teaching and Learning	<p>Teachers assess pupils termly in the core subjects and annually in the foundation subjects. This data is analysed by the assessment co-ordinator, the AHT for inclusion/SENDCo and underperforming individuals and groups of pupils are identified and highlighted to teachers. The SLT uses this analysis to review and adapt current provision and intervention to meet the needs of pupils across the school.</p> <p>At termly pupil progress meetings, teachers identify groups and individuals who are doing less well and intervention strategies are put into place to address underperformance.</p> <p>There is an expectation that teachers work with all children in their class, including those with special educational needs.</p> <p>A wide range of intervention programmes are in place from Nursery to year 6 to support individuals and groups of pupils who are underperforming.</p> <p>New to English classes are run for pupils admitted mid-phase with little or no English.</p>
Admissions and Transfer	<p>Keir Hardie School is open to all children and admissions are made through the Newham Admissions Service.</p> <p>Pupils with known SEND or medical needs are supported on entry to the school by arrangements being made prior to their start date.</p> <p>Pupils with an EHCP come through SEND admissions and the school is consulted prior to admission in order to put effective support in place.</p> <p>Interpreters are used at all parents' evenings and at any meeting, including admission interviews, where parents/carers do not speak English (including BSL interpreters).</p> <p>Systems are in place to facilitate smooth transitions between year groups, phases and when pupils transfer to another school</p>

	either mid-phase or at the end of year 6. Comprehensive information is passed on to new schools at a borough transition day.
Pupil participation	<p>Extra-curricular provision is open to all pupils. Where necessary, risk assessments and extra support is put into place so that pupils with SEN or disabilities can participate alongside their peers.</p> <p>The school offers a Breakfast Club and an After School Club to all pupils. Where necessary, risk assessments and extra support is put into place so that pupils with SEN or disabilities can participate alongside their peers. In cases of financial hardship, costs may be reduced or waived.</p> <p>School journeys, educational visits and visitor workshops are selected and organised so that all pupils can take part. This may involve arranging alternative forms of transport. No child is ever prevented from taking part due to financial hardship.</p>
Parental participation	<p>Interpreters are used at all parents' evenings and at any meeting, including admission interviews, where parents/carers do not speak English.</p> <p>Weekly parent workshops on a wide range of subjects support parents/carers to work with the school in the education of their child.</p> <p>A member of staff has responsibility for increasing parental participation.</p> <p>Class Dojo enables parents to translate school communication in multiple languages</p>
Flexible curriculum arrangements	See Accessibility plan
Physical environment	See Accessibility plan

Foster good relations between people who share a protected characteristic and people who do not share it

We want our school community to be a welcoming environment for all who work and visit. We recognise that, as a community hub and a place of education, we have a large role to play in contributing to community cohesion, both now and in the future. We want to foster an environment where all people feel equally valued and respected. Below are outlined the ways in which we do this.

Area	Steps taken
Personal, social and emotional well-being.	<ul style="list-style-type: none"> • P.S.H.E. curriculum. • Weekly assembly themes that address social and emotional issues, e.g. friendship, honesty. • Big question introduced in weekly assembly • Each week has a focus on a MAGIC habit/ British Value • Buddy system for new admissions. • Breakfast and After School clubs. • Clubs before and after school and at lunchtime. • School counsellor for identified pupils with social, emotional and behavioural difficulties. • 3 learning mentors aligned to different phase groups; they run friendship and social skills group, transition programmes for year 6 pupils and develop resilience.
Positive imagery	<ul style="list-style-type: none"> • High-quality displays celebrate and reflect the cultural and religious diversity of the school as well as providing positive images of gender and disability. • Dedicated Heritage and Refugee weeks teach a positive view of different backgrounds and cultures and challenge stereotypes. • ELS texts thread throughout the curriculum
Cultural identity, religion and belief	<ul style="list-style-type: none"> • R.E. curriculum. • Teaching about British Values • Annual visits to places of worship by all year groups. • Year group assemblies to celebrate and teach about major faith celebrations (Christmas, Easter, Eid, Diwali, Chinese New Year, Weeks. • Weekly music assemblies. • A lunch menu which includes foods from different cultures. • School Carnival • Multicultural texts to celebrate diversity • BLM themed week • British Values included in assemblies • Picture News • Community Fair-cultural food and dress are celebrated • Art curriculum includes focus on art from different cultures. • Spanish lessons for KS2 pupils. • KS2 Music lessons by trained musicians.
Partnerships with parents	<ul style="list-style-type: none"> • Dedicated co-ordinator for parental participation. • Weekly parent workshops.

	<ul style="list-style-type: none"> • Annual Community Fayre. • Christmas performance. • Year 6 leavers' assembly. • Yr6 Prom • School website. • Children's Centre outreach hub • Inclusion Quality Mark review and Assessment
Partnerships with the wider community	<ul style="list-style-type: none"> • Fundraising for local and national charities such as Richard House Hospice and Unicef. • Partnership working with 15Billion EBP – Work Week and Children's University. • Children participate in borough and London-wide sporting events and competitions. • Links with Summerdale Court – local residence for the elderly; choir performances and Community Fair. • Links with Newham Language Shop interpreting service. • Partnership with the Regeneration Team • School facilities available for hire to local groups. • Links with Cumberland School – sports coach • Links with Royal Docks School
Student voice	<ul style="list-style-type: none"> • Annual pupil survey which feeds into SDP. • School Council • School Prefects • Green Ambassadors • Subject co-ordinators consult with pupils about teaching and learning in their subject area as part of annual monitoring.
Removing barriers and reasonable adjustments	<ul style="list-style-type: none"> • Referrals and consultation with advisory services: Educational Psychologist, Language, Communication and Interaction Service (LCIS), Speech and Language Therapy Service, Occupational Therapy Service, Behaviour Support Service, Child Development Centre, Child and Family Support Service. • The school buys in a Speech and Language Therapist for 1 day per week. • The school buys in a School Counsellor 2 days per week. • The school building, opened in 2014, was designed with full access for pupils and adults with physical disabilities. It has two lifts and sizable hygiene rooms on two floors. All doors are wide enough to admit a wheelchair. • Fortnightly Inclusion meetings identify vulnerable pupils and families and target their needs. • Medical Care plans are in place for all pupils with ongoing medical conditions. • Risk assessments are drawn up for pupils or adults with physical disabilities or short-term injuries. • A programme of 1:1 or group interventions is in place, reviewed termly. • School holds the Inclusion Quality Mark Centre of excellence • The school is proactive in ensuring that all staff regularly receive training and updates on CP and safeguarding. • See SEN and EAL policies.

	<ul style="list-style-type: none"> • Participation in the Head Start Project, building resilience and emotional wellbeing for target pupils.
Areas we need to improve:	
Continue to build partnerships with Parents:	<ul style="list-style-type: none"> • Improve parental involvement in school life • Triple P parenting classes. • To make workshops more parent friendly. • A member of staff is trained in BSL.
Continue to improve learning behaviour and resilience for target pupils:	<ul style="list-style-type: none"> • Bounceback Project • Learning Mentor Support • Support from the Behaviour Support Team - BSS • School are part of the SAFE task force • Links with Secondary schools • Raise aspirations/Role Models • Team building projects • Use of nurture groups • Rainbow Room • PSPS

The school fosters an inclusive culture to reflect the diversity of the stakeholders and Freedom of Expression is important within our school environment, Pupils as well as staff are free to express a range of views, within reason. However, staff and pupils are encouraged to use internal safeguarding reporting systems and whistle blowing if there are concerns around hate speech and inciting violence. Staff are vigilant in recognising pupils vulnerable to radicalisation in order to protect these pupils.