

Rakegate Primary School



Equality Statement

Rakegate Primary School Equality Scheme

Vision and Values

At Rakegate Primary School the Equality Act 2010 requires schools to:

- Promote equality of opportunity between all people;
- Eliminate unlawful discrimination, harassment or victimisation of any people;
- Promote positive attitudes towards diversity;
- Encourage participation in public life by all people;
- Take steps to meet different groups of people's needs, even if this means treating them more favourably than those who do not share their characteristics.

Rakegate Primary School supports Wolverhampton Local Authority's (LA) commitment to promoting equality, based on the belief that we need to move towards a more inclusive approach towards delivering services to members of our diverse community by embracing difference, tolerance and the valuing of all people.

The social model of diversity is the belief that the poverty, disadvantage and social exclusion experienced by many people is not the inevitable consequence of their characteristics, but is often the result of barriers in their environment or in people's attitudes or behaviour. Rakegate Primary School recognises that its duty to promote equality will be enhanced by using the social model approach.

Rakegate Primary School supports Wolverhampton Local Authority's (LA) commitment to the promotion of educational and social inclusion and the values of interdependence and community, seeking to fulfil this vision by:

- Valuing the contribution of all individuals and groups in the community;
- Recognising that diversity is an asset;
- Ensuring that access and opportunities are equally available to everyone;
- Taking steps to involve people who were previously excluded.

We aim to include all groups of people in all aspects of the life of the school and to promote positive images of differing characteristics through the school ethos and curriculum.

We aim to develop a culture in which all people feel free to disclose information about any condition, impairment, culture or belief they may have, and confident that this information will be used positively by the school to make reasonable adjustments to meet their individual needs.

Involvement of all pupils, staff and parents

Rakegate Primary School is keen to involve all pupils, staff and parents in the development of this Scheme. We will do this by taking the following steps:

- Questionnaires and surveys – in PSHE lessons, letters to parents and other school users;
- Inclusion of equality issues in Staff Inductions;
- Assemblies, School Council Meetings, staff meetings and governor meetings;
- Information included in the school's brochure.

Information gathering

Rakegate Primary School will provide information to all staff and parents about the Equality Act's definition of disability. This will include an explanation that the information will be used to ensure the school is making reasonable adjustments so that individual needs are met, and that information provided will be kept confidential.

- Questionnaire / survey sent to parents including full information on the definition of disability as laid out in the Equality Act.
- Information included in statements of special educational need relevant to the Act.
- Inclusion in staff induction as part of the confidential information collected from staff and as a section is included on job application forms.

Information may be kept on the diversity of pupils, parents / carers and staff which will be used for the following purposes:

- To keep a record of reasonable adjustments made to meet individual needs of pupils, parents / carers and staff.
- To pass on information about necessary adjustments to the relevant people (e.g. to the new teacher when a pupil moves class).

For future admissions the initial interview will be used to gather information about individual needs of pupils, parents and carers. Prospective staff will be asked both at the time of application and after having been appointed if they consider themselves to require adjustments to be made in line with the terms of the Equality Act. The school's positive attitude to all groups of people will be made explicit, in order to encourage people to have the confidence to identify themselves in this way.

Rakegate Primary School will ensure information gathered from parents and/or pupils is kept confidential, in line with the Data Protection Act. We will negotiate with parent, carer or pupil about who the information is to be shared with.

Impact assessment

Rakegate Primary School will consult people from all groups, or use information already gathered as the result of previous consultations, as part of the regular review process for all existing policies. Any new school policy that is developed will also take into account the views of all groups of people.

School policies that are due to be reviewed during the life of this Scheme are:

- All policies reviewed and updated annually;
- Risk assessments updated annually or more frequently when necessary.

Equality Priorities and Actions plan (Red – End of year evaluation)

Equality objectives and Action	2020 – 2021 Target	2021 – 2022 Target	2022 – 2023 Target	Who is responsible?
Ensure that all parents, regardless of circumstances are supported to access information about their child's learning and progress.	Liaise with parents termly at parent consultation evenings. End of year report. Hold a curriculum morning termly related to reading, writing and maths. Curriculum mornings attended by a minimum of 15 parents per year group	Liaise with parents termly at parent consultation evenings. End of year report. Hold a curriculum morning termly related to reading, writing and maths Curriculum mornings attended by a minimum of 20 parents per year group	Liaise with parents termly at parent consultation evenings. End of year report. Hold a curriculum morning termly related to reading, writing and maths Curriculum mornings attended by a minimum of 25 parents per year group	HT
Ensure that all pupils can participate in an extra-curricular club and gender stereotypes are challenged	Plan out extra-curricular clubs which change termly. Monitor that they include a range of activities for all children of different age groups. Monitor registers to see balance of gender. An equal proportion of boys and girls are attending different clubs. There is a balance of clubs for different age ranges.	Plan out extra-curricular clubs which change termly – evaluate which were most effective from previous year. Monitor that they include a range of activities for all children of different age groups. Monitor registers to see balance of gender. An equal proportion of boys and girls are attending different clubs. There is a balance of clubs for different age ranges.	Plan out extra-curricular clubs which change termly - evaluate which were most effective from previous year Monitor that they include a range of activities for all children of different age groups. Monitor registers to see balance of gender. An equal proportion of boys and girls are attending different clubs. There is a balance of clubs for different age ranges.	SLT/PE Lead/CSHA

Ensure that all pupils can participate in school visits/ Experiences.	All children participate in a minimum of 2 visits per year. All visits are risk assessed so that no children are discriminated against or excluded from. All children have accessed 2 visits/experiences throughout the year. Additional staff accompany children in additional needs in order for them to access the visit.	All children participate in a minimum of 3 visits per year. All visits are risk assessed so that no children are discriminated against or excluded from. All children have accessed 3 visits/experiences throughout the year. Additional staff accompany children in additional needs in order for them to access the visit.	All children participate in a minimum of 3 visits per year. All visits are risk assessed so that no children are discriminated against or excluded from. All children have accessed 3 visits/experiences throughout the year. Additional staff accompany children in additional needs in order for them to access the visit.	SLT
To increase the number of PP pupils achieving expected and Greater Depth in reading, writing and maths.	High quality first teaching takes place in all classrooms. Rapid intervention in place. Daily pre-teaching takes place. Additional adults deployed effectively. % of PP pupils working at expected and GDS in each year group is increasing and gap between non-PP is diminishing	High quality first teaching takes place in all classrooms. Rapid intervention in place. Daily pre-teaching takes place. Additional adults deployed effectively. % of PP pupils working at expected and GDS in each year group is increasing and gap between non-PP is diminishing	High quality first teaching takes place in all classrooms. Rapid intervention in place. Daily pre-teaching takes place. Additional adults deployed effectively. % of PP pupils working at expected and GDS in each year group is increasing and gap between non-PP is diminishing	SLT

Publication

The full version of Rakegate Primary School's Equality Scheme is available on the school website. Hard copies will be available from the office on request including in larger print.

Rakegate Primary School will report annually on progress being made on implementing the Equality Action Plan. This report will be available on request.

Review and revision

Rakegate Primary School's Equality Scheme runs from September 2020 to September 2023. It will be reviewed each year.

The review will be carried out by the SLT, which will meet to look at progress towards the outcomes identified in the Action Plan. This will be convened by Headteacher and will include representation from all sections of the school population wherever possible.

Date:

Responsible member of staff: Mrs S L Horton

Signature: (Chair of governors)

Signature: (Headteacher)