



**Friars Primary Foundation School**  
**Equality and Inclusion Statement and Objectives**  
**2020-2023**

Friars Primary Foundation School is committed to equality both as an employer and a service-provider.

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 are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it, in particular to the need to tackle prejudice and promote understanding.

This policy meets our specific duty to publish information every year which sets out how we are doing this.

## **1. INFORMATION**

### **Characteristics of the school**

- Friars is a one form entry foundation school in the Borough and Bankside ward of the London borough of Southwark with a nursery.
- Many families are on low income and live in trust, local authority or housing association housing. Our deprivation factor is much higher than the national average.
- We enjoy highly positive and trusted relationships between children, staff and families
- Attainment on entry is below the expected level at the age of 3. Almost all new Nursery children are assessed as being below the 30-50 stage of "developmental matters" in all 7 areas on entry. However the very large majority of children leave the school in Y6 at and above expected age levels.
- The school has a breakfast and after school club that the governing body has overall responsibility for.
- We consider our safeguarding procedures to be highly effective.

- We have many established partnerships with cultural, business and academic institutions that serve the purpose of enhancing the curriculum, developing pupils' interests and enabling pupils to practice basic skills
- We are above the national average with regards to numbers for FSM, Minority ethnic groups and EAL children
- The proportion of pupils supported by school action plus or with a statement is slightly below average. Those needs relate largely to behaviour, emotional and social difficulties and speech, language and communication.
- Fixed term exclusions are very rare
- Attendance is around the national average

### **Achievement**

Achievement at Friars for all pupils is securely good. See standards section of website for details of achievement in the last three years.

Historically disadvantaged children at the end of KS1 and KS2 do just as well as other children and in many areas do better. This indicates that we are successful in closing gaps between disadvantaged and better off pupils. In 2016 there was a gap which we are currently working hard to close. Our analysis indicates there are no trends in underperforming groups of pupils overall. However we have identified pockets of underachievement that are addressed through close analysis of needs on an individual level, personalised and differentiated planning and specific intervention groups that are regularly reviewed and evaluated.

## **2. How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships**

The information provided shows that we consider advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

### ***Training***

The training needs of the school and individual staff members are monitored and evaluated to ensure that INSET and development reflects our aim of providing a high quality education.

Please see professional development planners for full details of staff training and INSET.

### ***Record keeping and monitoring***

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying.

We follow current GDPR guidance and legislation.

### ***Policies which contribute to the promotion of equality***

School Behaviour Policy

Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)

Special Educational Needs School Information Report

Complaints Procedure sets out how we deal with any complaints relating to our school.

Staff discipline and grievance procedures

ICT & E-safety Policy

### ***Data and tracking information***

We expect high levels of achievement for all our pupils and as they go through school encourage them to take more responsibility for their learning and generate a sense of purpose which raises aspirations, develops skills and encourages achievement and excellence.

Data is collected and analysed based on achievement and progress in different groups, for example, with/without SEND, boys and girls, ethnicities, disadvantaged pupils, EAL – see pupil tracking data.

Data is collected termly on the participation of different groups in after school clubs and extra-curricular activities and analysed to ensure fair access for all

### **The School will ensure the following:**

#### **The Curriculum**

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship and PSHE education, to eliminate discrimination, harassment and victimisation. Sessions will give the children opportunities to explore a range of issues in a safe environment.
- Is balanced, differentiated and relevant and engaging for all.
- Encourages children to think about the world in which they live and to broaden their understanding of others beliefs, cultures and faiths.
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- Assemblies will be used to promote the school's ethos and vision and to reflect our multi-cultural society. Religious festivals and anniversaries of all cultures will be covered and parents and families involved.
- Includes visits to local places of worship and opportunities to engage with different religious and spiritual communities around us
- Provides opportunities to study significant individuals from different races, genders, backgrounds and cultures, with different needs.

#### **Environment and resources**

- Attractive displays will reflect the working life of the school, the cultural diversity of the school population, avoid stereotyping and give positive images of traditionally disadvantaged groups.
- Work should be displayed by all children, showing a variety of levels of abilities.
- Access throughout should be as easy as possible. This may require meetings etc. to be held on the ground floor.
- Access to school policies will be via the school office and website.
- Shared areas and classroom environments will reflect the cultural, religious, spiritual, racial and linguistic diversity of the school population in its displays, decoration, signs and labels
- All classes and shared areas will display symbols and use visual timetables.
- Learning materials and resources will be used that positively reflect all sections of the community and challenge stereotypes, for example, curriculum resources that provide positive images of differing family set ups, positive images of people with disabilities e.g. Paralympians and non-stereotypical images of men and women
- Equipment will be identified which allows those with disabilities to have the opportunity to participate in all aspects of the learning experience.

#### **Children**

- We encourage children to respect and care for all those involved in the life of the school.
- Children are encouraged to report any forms of bullying to staff and know that it will be dealt with.
- Discussion is valued as an important opportunity to listen and respect each other's' views, but also as a time to challenge and question.
- Classroom organisation is under constant review to ensure strategies, which avoid domination of resources by one group.
- Children with SEN or disabilities will have a Behaviour Plan and/Care Plan and/or Individual Education Plan to ensure their individual needs are met

- Weekly Philosophy for Children sessions take place to encourage questioning and thought about the world we live in. They also give staff an opportunity to challenge racial, gender and other stereotypes.
- Regular surveys/questionnaires are carried out to enable the school to identify areas for improvement.

### **Staff**

- Staff are expected to set an example by showing that they value the contributions made by all children and adults involved in the life of the school.
- There are termly discussions and regular monitoring of levels of achievement and behaviour in light of gender, race and disability. Targets are set and actions put in place to improve the attainment and progress of all groups
- Staff are required to report any racial incidents and these will be reported in full to the LA.
- Staff are required to report any homophobic incidents which will be fully dealt with.
- Staff are required to report any incidents of bullying which will be fully dealt with.
- Staff will challenge and discuss all stereotypes.
- The Inclusion team will liaise with teaching staff and support staff concerning pupils' needs, INSET needs and resources, collect and analyse data relating to language levels, ethnicity, language spoken, gender and year group, organise and carry out an induction programme for new arrivals, liaise with parents to ensure full parental/school communication and involvement including admissions.
- Staff will ensure that the teaching and learning environment will be safe for parents, pupils and staff from ethnic minority communities through the implementation of effective anti-racist approaches and an effective behaviour policy.
- Staff will work as a team to ensure that the school ethos will be one of respect for and celebration of diversity, open and honest communication and trust
- Staff will support children individually and in small groups to aid access to the curriculum.
- Pupil progress meetings take place to discuss the levels of achievement in the light of gender, race, class or disability and how these can be improved.
- Staff should feel safe at work.
- Staff are made aware of the whistle blowing policy and procedures.
- Staff have access to the employee assistance programme
- Staff are encouraged to have union representation
- Adjustments will be made to staff job descriptions and duties where possible and reasonable.

### **Parents and community**

- We believe that it is important to develop effective parental support, foster good home school links and provide an extended service that encourages a shared understanding of learning and community.
- We encourage the partnership between parents and school
- Parents are kept informed using newsletters, the noticeboard, school website and text messages
- Parents are invited to class assemblies.
- Meetings are held to share with parents any decisions regarding changes in policy. They are invited to contribute to these changes.
- Parents are invited to Review Meetings to discuss their child's progress in school.
- Parent workshops or "Stay and Learn" sessions run each week and provide training and support on a number of subjects such as phonics, E-safety, healthy eating, job applications
- The Early Help locality team (including Education Welfare Officer and Family Support Officers) is available to offer support and advice on a range of issues, as well as working with community and family support groups.

- We encourage the recruitment of members of the local community to talk to children on appropriate topics, such as the Community Police Officer
- Parents are encouraged to complete surveys to enable the school to identify areas for improvement.

### **Governors**

- We are a committed equal opportunities employer and follows LA guidelines.
- Encourage parents from different groups to become governors and support them fully on appointment.
- We use the Southwark criteria when carrying out admissions.
- Monitor all school policies
- Monitor termly any incidents of bullying or discriminatory incidents that are reported to Southwark LA
- Ensure that school improvement targets reflect the requirements for all groups and support official guidance

### **Disability**

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength of the school, which should be respected and celebrated by all those who learn, teach and visit here.

The DDA 2005 defines a disabled person as someone who has a 'physical or mental impairment, which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.' In line with the DDA 2005, we aim to:

- Promote quality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in the life of the school
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

We will not tolerate disability related harassment and will deal with it through our relevant established procedures. All staff are responsible for ensuring that incidents of disability related harassment or disability discrimination are recorded and referred to the relevant member of the senior leadership team. We will monitor and report on such incidents on a regular basis. Breaches of our policy on disability equality will be dealt with in accordance with the disciplinary provisions set out in the relevant school policy.

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled.

**Please see SEN School Information report.**

### **Ethnicity and race (including EAL learners)**

The Governors aim to:

- Be aware of and counter racism and the discriminatory practices to which it gives rise.
- Be aware of and to provide for the particular needs of pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.

- Prepare all pupils for life in our multicultural society and build upon the strengths of cultural diversity.

In order to achieve these aims, we commit ourselves to:

- Support the recommendations of the Stephen Lawrence Enquiry, namely by recording all racist incidents and ensure that these are reported to the full Governing Body and the LA. Incidents should be reported to parents/carers as appropriate.
- Developing our understanding of the principles and practices of equalising opportunities and implementing them.
- Active consideration of our own practices in order to ensure they are fair to all.
- Increasing empathy with the needs, aspirations and demands of the minority ethnic communities and responding sensitively to them.
- Encourage the participation of black and minority ethnic representation and participation in all decision making processes.
- Monitor staffing and staff development, in order to encourage applicants from minority ethnic groups and ensure training and career needs are met.
- Encourage the recruitment of black and minority ethnic governors.
- When reviewing the curriculum to ensure that it is appropriate to all and adequately represents the multicultural nature of our society staff are aware that it needs to be appropriate to all and adequately represents the diverse nature of society.
- Ensure that this curriculum is structured in such a way that all members of the school community have equal access and ability to succeed.
- Enable all our pupils to recognise and learn from the rich diversity of multicultural Britain and develop positive responses to our society.
- Review the ethnicity of excluded pupils to ensure that exclusion is not the outcome of unwitting racism.
- Ensure all staff have access to diversity awareness training as necessary.

We expect the following practice from all adults involved in the school:

- Work together to prevent racial harassment.
- Be actively opposed to racism and any form of harassment.
- Take full responsibility for dealing with any form of racism and report the incident to the relevant line manager.
- Provide support and counselling for victims of racism.
- Zero tolerance regarding any racist comments, literature and graffiti within the school premises.
- Challenge racist attitudes, structures and practices of external organisations with which the school has dealing.
- Ensure that racism does not appear through exclusiveness in groupings of any nature within the school.
- Work sensitively to ensure that every child is able to value his/her uniqueness and cultural traditions.
- Consider our multicultural society in every communication/display/ report.
- Use the taught curriculum, particularly in terms of RE and PSHE, to inculcate habits of right thinking which are essential in combating racism.
- Recognise and share in the celebration of a variety of festivals.

### **Gender**

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

### Religion and belief

Our school recognises the need to consider the actions outlined by the Equality Act 2009 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance.

### Sexual identity and orientation

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

### 3. Specific objectives

We have an overarching set of equality objectives that are expanded upon either explicitly or implicitly throughout other policies, action plans procedures and systems that the school currently holds.

1. Advance Equality of Opportunity Between People (*accessibility plan, home school agreement, school improvement plan*)
2. Foster Good Relations Between People (*code of conduct, competency framework, behaviour policy*)
3. Promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community. (*school improvement plan*)
4. Monitor and promote the involvement of all groups of students in the extra-curricular life of the school, especially students with special educational needs.
5. Close gaps in attainment and achievement between pupils and all groups of pupils; particularly those with protected characteristics (*school improvement plan, action plans for Literacy and Numeracy*)
6. Further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas. (*accessibility plan*)
7. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community. (*recruitment procedures*)
8. Eradicate any incidence of the use of homophobic, sexist and racist language by pupils staff or parents in the school. (*Behaviour policy, anti-bullying policy, home school agreement*)

Signed: \_\_\_\_\_ (Headteacher)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Governing Body representative)

Date: \_\_\_\_\_

Review date: \_\_\_\_\_