



Waterman Primary School

Equalities statement

Data about the school population and differences of outcome:

1. The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.
2. The school has data on its composition broken down by types of impairment and special educational need.
3. The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.
4. The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

Documentation and record-keeping:

1. There are statements of the school's responsibilities under the Equality Act in various school documents, for example the school improvement plan and self-evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.
2. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings, and in the minutes of talk time.
3. Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

Responsibilities:

1. The Head teacher has special responsibility for equalities matters.
2. The Chair of the Local Advisory Board has a watching brief for equalities matters.
3. The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.
4. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety:

1. There are clear procedures for dealing with prejudice-related bullying and incidents.
2. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

Curriculum:

1. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate

2. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding
3. There are activities across the curriculum that promotes pupils' spiritual, moral, social and cultural development.
4. The school takes part in certain national projects and award schemes, for example the Healthy schools initiative, anti-bullying projects, international events, and special curriculum weeks such as friendship week.
5. In curriculum materials in all subjects there are positive images of wide range of diverse individuals and lifestyles.

Consultation and involvement:

1. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.
2. The school has procedures for finding out how pupils think and feel about the School, and has regard in these for the concerns of the Equality Act

Objective for improvement:

To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood as well as globally through our local involvement and support of community, local and national events such as the Olympics, the Queen's reign, support for charities such as the women's refuge and our business and enterprise competition, the proceeds of which will support local charities.

Reviewed June 2017



HEARTS ACADEMY TRUST