



ALEXANDRA PRIMARY SCHOOL EQUALITY STATEMENT

1. ALEXANDRA'S Aims and Values

At Alexandra we continuously strive to ensure that everyone is treated with respect and dignity. Every person in our school is given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

The school works actively to promote equality and foster positive attitudes and commitment to an education for equality.

We do this by:

- treating all those within the school community (pupils, staff, governors and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience;
- challenging stereotypical views and learning to value each other's differences through assemblies and classroom teaching and through the curriculum;
- creating and maintaining a school ethos, which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- being committed to establishing lifelong learning, by providing experiences for all children that have our school values at the heart of them;
- encouraging everyone in our school community to gain a positive self-image and high self-esteem;
- having high expectations of everyone involved with the whole school community;
- promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly;
- identifying, challenging and removing all behaviours, practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all;
- monitoring evaluating and reviewing all the above to secure continuous improvement in all that we do.

2. Equality at Alexandra Primary School

Alexandra is aware of its responsibilities under the Equality Act 2010, and of our Public Sector Equality Duty introduced by the Act, which extends to certain protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Age (a relevant characteristic in considering duties in our role as an employer but not in relation to pupils).

The Act gives us three general duties:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

All of our governors and staff are made aware of the need to have due regard to these general duties when making a significant decision (including the development of policies) and to assess whether it may have particular implications for people with particular protected characteristics.

We also have two specific duties:

- a. To publish information which shows we have due regard for equalities, as defined by the Act; and
- b. To publish at least one equality objective every four years. This should be specific and measurable and further the aims of the equality duty.

3. Our Equality Objectives are:

- a. Through curriculum opportunities and wider school life the school will promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, ethnic origins and those with disabilities.
- b. The school will strive to ensure that children from all groups continue to make progress, from their various starting points, at least in line with their peers to meet or exceed national expectations in English and Mathematics.

Examples and evidence of how we are meeting the general equality duties and working towards our equality objectives:

General Duties:

- Inclusive approach shown by the school's Enhanced Special Needs Teaching Arrangement (ESTA)
- Inclusive approach for all pupils with Special Educational Needs who join the school through the usual admissions arrangements.
- SENCO works closely with families of children with SEND.
- Behaviour policy reflects equality objectives
- Public sector equality duty is reflected in the Scheme of Delegation that sets out the way the governing body operates.
- External speakers are invited to share different religions and cultures with the school population in assemblies and classroom visits.
- Visitors with disabilities are invited to talk to the staff and pupils about their challenges and successes.

Specific equality objectives:

- We use data to assess ongoing progress, tracking different pupil groups to ensure that a focus is maintained on ensuring all children from all groups continue to make progress at least in line with their peers. We have a particular focus on the achievement of BAME children: their progress is tracked and, where necessary, additional support and challenge is provided so that children in this group achieve in line with their peers.
- The curriculum is structured around half termly themes and provides opportunities for pupils to learn about, understand and celebrate different backgrounds, genders, cultures, faiths, abilities, ethnic origins and those with disabilities.
- Any disrespect for, or intolerance of, people of different faiths, cultures or ethnicities, or of people with disabilities, is always challenged directly.
- Age-appropriate materials and guidance are used to promote understanding of gender stereotyping, sexual orientation, and same sex relationships within the context of relationships and family life.
- Children are encouraged to learn about and share aspects of the many cultures, nationalities, traditions, languages and faiths represented by our school families. Family members are welcomed into school to enable this.
- Targeted interventions and use of PPG funding to ensure PPG pupils and those with SEND make good progress from their various starting points. This Statement will be reviewed annually by a member of the Senior Leadership Team and by the Governing Body.