

Fern Hill Primary School Equality Statement September 2023

1. Introduction

Fern Hill prides itself on being an inclusive school with a culture that promotes equality and challenges stereotypes and prejudices. We continuously strive to ensure that everyone within our community is treated with respect and dignity and is given a fair and equal opportunity to develop their full potential and to participate fully in school life.

2. The Public Sector Duty

Under the Equality Act 2010 (the Act) public bodies, including schools, are required when carrying out their functions to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act,
- advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

The protected characteristics are:

- 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).

Schools must publish information to demonstrate how they are advancing equality through compliance with the Public Sector Duty and the objectives they have set. The published information must be updated annually and equality objectives published at least once every four years:

Duty 1: To eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act	
How the school is complying with this duty	Evidence
1. Policies: The school's Behaviour Policy (pg. 10) expressly prohibits discriminatory conduct.	See policies on the policy page of the school website https://www.fernhill.kingston.sch.uk/schoolpolicies
2. Culture and behaviour management: The school promotes a positive and respectful culture: a. The school has adopted a zero tolerance approach to prejudicial language and abuse. This is never passed off as 'banter' and staff consistently address all inappropriate behaviour (even if it appears to be relatively innocuous as this can be an important intervention that helps prevent more problematic or abusive behaviour in the future). The school's response to prejudice based incidents includes education to address the behaviour and to help prevent repeat incidents and that behaviour escalating. b. Curriculum and subject rationales are built around the context of our school and its community. c. The SCARF (Safety, Caring, Achievement, Resilience, Friendship) whole school scheme of work, supports coverage and continuity for the teaching of the PSHE curriculum including a focus on recognising all groups protected by the Equalities Act. d. Consultation with the parent community in March 2021 resulted in a scheme of work for RSE and all statutory guidelines being shared. KS2 library books well reflect the diversity of our community and equality groups ensuring stereotypes are not reinforced. e. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes. f. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September. g. Staff role model positive behaviours as stated in the Staff code of Conduct	Behaviour policy (see policy page of the school website) PSHE & Relationships and Sex Education (RSE) https://www.fernhill.kingston.sch.uk/attachments/download.asp?file=6450&type=pdf Curriculum Map https://www.fernhill.kingston.sch.uk/attachments/download.asp?file=6291&type=pdf SMSC evidence map Whistle blowing policy -see policy page on the school website

<ul style="list-style-type: none"> h. Fundamental British Values, including mutual respect for and tolerance of those with different faiths and beliefs are promoted through the assembly themes. i. Pupils know that they can raise concerns with any member of staff and that they will be taken seriously and their concerns acted upon. To address any potential barriers to any reporting, pupils also have the option of using a Worry Box (reporting can be anonymous) and this is well publicised to pupils, for example by their form teachers and in assemblies. 	
3. Staff recruitment: All shortlisting of applicants is 'blind' with name and other identifying factors removed from their application.	Our e-Recruitment system uses initials and no gender for applicants. All interview panels include at least one member who has up to date safer recruitment training.
4. Trust recruitment and governance: The Trust has adopted a framework to increase transparency around recruitment and promote greater diversity within governance. Shortlisting of applicants is blind, with name and other identifying factors removed from their application.	
5. Monitoring of equality issues: <ul style="list-style-type: none"> a. Prejudice based behaviour incidents are recorded on C POMS and monitored by year group leads and the Senior Leadership Team for emerging trends or patterns of behaviour. b. Prejudice based bullying incidents are included in the termly reporting to the Trust and are tracked and as above. c. Equalities monitoring is carried out in the reporting to the Trust as an employer, including following pay reviews. 	
6. Trips and Enrichment: The school takes proactive steps at an early stage in trip planning, to prevent discrimination against pupils with physical disabilities and special educational needs and to encourage all pupils to take up enrichment opportunities and participate fully in the life of the school .	

Duty 2: To advance equality of opportunity between people who share a protected characteristic and people who do not share it	
How the school is complying with this duty	Evidence
1. Removing or minimising disadvantages : <ul style="list-style-type: none"> a. Gender – ensuring that stereotypes are not being reinforced and that positive role models are promoted. <ul style="list-style-type: none"> i. Our curriculum promotes positive stereotypes of gender ii. Whole school culture is built around considers non gender bias and this is built into planning b. Disability: <ul style="list-style-type: none"> i. Early planning for trips with the needs of pupils and other disabilities at the forefront. ii. Our curriculum includes examples of different disabilities iii. Assemblies include educating children about disabilities and challenges that children may face iv. Reasonable adjustments are made to the whole school behaviour policy to ensure that pupils with a disability under the Equality Act are not disadvantaged. v. A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils and to promote pupil engagement so that pupils are encouraged to be actively involved in their own learning. 	Send & inclusion Policy -see policy page on the school website
2. Encouraging people who have a particular characteristic to participate fully in activities: <ul style="list-style-type: none"> a. Participation in enrichment activity is now being tracked to assess any under-representation by a particular group and address any barriers b. PSA and Parent Council actively encourage participation by individuals with particular characteristics to help to ensure they are representative of the school community c. The school ensures that consideration is given to the needs of those who have a particular characteristic, for example not organising trips and other key events on a religious holiday and making provision for Muslim pupils to pray at prescribed times. 	
3. Achievement and outcomes: <p>Attainment data monitors how pupils with different characteristics are performing, helping to identify whether there are areas of inequality which may need to be addressed. Pupils with SEND have been identified as a group where both academic and non-academic outcomes can be improved and this is an objective in the School development Plan.</p>	

Duty 3: To foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it	
How the school is complying with this duty	Evidence

<p>1. Promoting tolerance:</p> <p>a. Promoting respect and good relations between people and groups of all kinds is embedded within the culture of the school and is evidenced through:</p> <ul style="list-style-type: none"> i. Respect/PSHE curriculum; ii. Religious Education iii. Behaviour and anti-bullying policies; iv. Assemblies v. A responsive curriculum for PSHE and approach to assembly planning has built in a flexibility to discuss topics of importance as they are identified within the school community, the wider local community, nationally and internationally (including for example in response to the Black Lives Matters campaign). <p>b. A member of the Senior Leadership Team leads on promoting and celebrating diversity across the school.</p> <p>c. School Council: The school council discusses Equality and Diversity and they work in conjunction with the SLT lead whose role includes helping to educate peers and younger pupils on marginalised and disadvantaged groups and to create a culture where 'difference' is embraced and celebrated.</p> <p>d. Curriculum and carefully selected texts produce a reading list and diverse curriculum on a wide range of diversity related issues and creates opportunities for teaching staff in particular to consider key themes and the implications for teaching</p> <p>e. Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community</p>	<p>Assembly overview</p> <p>Calendar of events for celebrations and traditions over the year</p> <p>Staff survey</p> <p>Pupil voice</p>
<p>2. An inclusive curriculum: The curriculum in all subjects has been reviewed to ensure it reflects and supports diversity and inclusion and is supported by resources that reflect the diverse communities of the school and modern Britain.</p>	<p>Our curriculum offer</p>
<p>3. Celebration: A welcome week in the first week back in September, celebrates and provides opportunities for classes to share and respect each other's differences and learn more about each other.</p>	

3. Equality Objectives

The school has selected equality objectives that will improve the experience of pupil groups based on analysis and the identification of areas where there is potential for improvement.

<p>Objective 1. To ensure new to school EAL children are integrated into class and our school community and are confidently accessing their year group curriculum, ensuring equality of engagement and the opportunity to learn.</p> <p>Measures of success to include:</p> <ul style="list-style-type: none"> • Accurate data showing languages spoken and diversity at Fern Hill • Outcomes for new to school EAL children are in line with their peers • Positive feedback from Pupils voice questionnaires/interviews and school council minutes • PSA, parent council, school council reflect the diversity of our community • Our curriculum offer better reflects the context and needs of our diverse community • Staff survey shows that they are confident supporting EAL children in their class 				
Action Steps	Who	When?	Update/Impact Review	RAG rated
1. Undertake data collection to understand the groups of EAL and the languages spoken at Fern Hill and ascertain the needs of these groups.	SS/AD	October 2022	Data collected and analysis completed on languages and EAL. Children new to school EAL are partnered with children who can speak their language. All languages shared with teachers during welcome week so that they could prepare for the diversity of their classes.	
2. Analyse the information for trends or patterns across the school and within the wider school community.	SS/AD	October 2022	The Race Charter has objectives which relate directly to focussing on the trends and patterns in school e.g. the large group of families from Hong Kong and supporting families to adjust to a different culture.	

3. Put in place a strategic plan for new to school EAL pupils to be equally engaged in school events and activities, e.g. Fern Speak, sporting opportunities and extra-curricular clubs ensuring equality of opportunity for all and then monitor success and evaluate.	SS/AD	Feb 2022	Pupils who start school are made aware of opportunities as we share our main forms communication with families eg Parent pay, newsletter & google classroom New to school families have taken part in sports day, themed events, trips & visits and parent led workshops	
4. Establish a documented structure of support for EAL children & families who are new to school.	AD & SW	December 2022	56 new children to FH since Sept 2022. Overall out of new starters across N & Y6 84% are EAL N: 2 100% EAL REc:11 91% EAL Y1: 10 70% EAL Y2: 8 88% EAL Y3: 9 100% EAL Y4: 7 71% EAL Y5: 8 75% EAL Y6: 2 100% EAL New starters most popular languages: 29% Chinese 20% English 11% Arabic All EaL families have a tour around school to meet their teacher prior to starting. Lunches booked for term by the office then they are talked through the process so that they can book for the next term. Parent pay logins are shared and direction to our website ensures that they can access newsletters and school information regarding uniforms, structures of the day and dates in advance The new website will additionally have an easy translate button for families who do not speak English. All staff are trained to use widgets (pictorial representation of words) to support teaching in class. EAL children are provided with a set of card with pictures to use if they wish eg Toilet , time out etc	
5. Provide for staff development to support teachers to develop their understanding of how to most effectively support 'new to school' EAL children and their families.	AD	Autumn Term Staff meeting	ECT session has been delivered to support newly qualified teachers on Quality first teaching strategies to support EAL. Support staff meetings (two) to support TA's with strategies in class to support children new to English.	
6. Provide EAL children with opportunities to share their experiences and cultures within school, allowing them to quickly develop a sense of belonging.	All class teacher s	Throughout the Year	International day (parents shared traditions) , Welcome week , Summer Fair celebrating diversity in our community, opportunities for children to share traditions on religious festival days through assemblies and classroom sharing, PSHE.	
7. Put in place systems to track and monitor progress and initial intervention support of 'new to school' EAL children to ensure that they are making rapid progress towards developing their English language skills and that intervention is effective	SS	Throughout the Year	Competency levels of children are assessed when EAL children start FH. They are reassessed half termly or termly in Spring & Summer.	
8. Ensure all stakeholder communications including website and newsletter messaging, corridor and classroom displays reflect diversity, cater for minority groups and challenge stereotypes to affirm a sense of belonging to the Fern Hill community	SS/AD	Throughout the Year	Involvement of the children in the wall art for the reception area. Reading wall Art involved authors and texts from diverse cultures. World map includes all themes throughout school related to our families and context. All Fern Hill staff have received unconscious bias training and are aware of the Race Charter and the impact that this will have in future years.	

Objective 2. To ensure the culture of the school promotes a sense of belonging for pupils, from ethnic minority groups within the school, and supports them to achieve in line with their peers enabling them to participate fully in the life of the school (linked to SDP Personal Development strategic objective and Personal Development Action Plan)

Measures of success to include:

- Accurate data showing the ethnicity of pupils
- Where gaps exist in outcomes for particular minority ethnic groups in the school and their peers these are narrowing
- Pupils voice questionnaires/interviews and school council minutes
- PSA, parent council, school council reflect the diversity of our community
- Our curriculum offer reflects the context and needs of our diverse community
- Minority groups are represented at Parent meetings/workshops etc

Action Steps	Who	When?	Update/Impact Review	RAG
1. Ensure accuracy of voluntary ethnic information in Pupil Information form to increase accuracy of pupil data on SIMS	SW	October 2022 (Reception data) On going with new starters	All new data entry for Nursery & reception is being followed up if the information provided appears to be incorrect. Top three religions: No religion: 38% Christian: 21% (+3% Roman Catholic) Muslim:14% Languages: English: 44% Chinese: 12% incl cantonese Russian:5% Turkish 4% Arabic 3% Other: Shqip, Bengali, Bulgarian, DAnish, French, German, Greek, Gujarati, Hebrew, Hindi, Italian, Japanese, Korean, Kurdish, Lithuanian, Norwegian, Farsi, PAnjabi, Polish, Portuguese, Romany, Serbian, Sinhala, Spanish, TAmil, Ukrainian, Urdu, Vietnamese, Welsh, Yoruba	
2. Analyse the outcomes data for pupils from minority ethnic groups and put in place intervention/support plans	AD/LF	Ongoing	Termly assessment data informs intervention. Children new to English complete an intensive English program to support learning the language. Teachers provide support in the classroom from termly data. Broadly EAL children are in line with or outperform non-EAL in Year 1 Y6, with the exception of Year 1 where data shows EAL children are working below non- EAL. The gap is wider in reading and writing. Year 1 has had the most new starters this academic year (10). The national picture is that non-EAL outperform EAL children. However in the breakdown of ethnicity children with Asian or Black ethnicity are underperforming. Children with a Chinese background tend to outperform all other ethnic groups and the average for the class group.	
3. Put in place a strategic plan for all pupil groups to be equally engaged in school events and activities, e.g. Fern Speak, sporting opportunities and extra-curricular clubs ensuring equality of opportunity for all and then monitor success and evaluate.	AD	Ongoing	The Race Charter outlines short term and long term actions and objectives for strategic change.	

4. Ensure children from ethnic minority groups have opportunities to share their experiences and cultures within school, to encourage development of a sense of belonging.	All Staff & SLT	ongoing	International day (parents shared traditions) , Welcome week , Summer Fair celebrating diversity in our community, opportunities for children to share traditions on religious festival days through assemblies and classroom sharing, PSHE	
5. Develop and maintain an inspirational and accessible curriculum to engage all learners through rich texts and learning opportunities that are relevant to minority groups and challenge stereotypes.	Curriculum lead /phase leads/subject leads	Termly curriculum reviews with phase leads and subject leads	Staff awareness of unconscious bias and the curriculum has a focus on diversity and fairly representing all ethnicities. texts are chosen to avoid stereotypes and build positive role models in all of the protected characteristics.	
6. Arrange enrichment opportunities, e.g. school trips and visitors to school, that consistently demonstrate diversity and broaden the understanding of equality within our community.	curriculum lead/EVC lead	Throughout the year	School visits /trips have been revised with consideration of our community. Each year group has a visit to a place of worship and all statutory religions and beliefs are taught. Next year Assemblies will be planned to incorporate leaders from more diverse faiths which are our main faiths in addition to Christianity. RE teacher from TKA to deliver assemblies on faiths.	
7. Identify and work towards attaining awards and quality marks to strengthen and recognise the work of the school.	AD	Yearly	Work towards achieving the Race Charter has begun. This is a collaborative project across the trust.	

Monitoring and Review

This Statement will be reviewed annually by a member of the Senior Leadership Team and by Fern Hill Local Academy Committee.

The next review is due - Summer term 2024

Approved by: Local Academy Committee

Date: 20 September 2023