



West Horndon  
Primary School

## Equality Statement

This document demonstrates West Horndon Primary School's compliance with the Public Sector Equality Duty. This is a working document, which will be monitored and reviewed annually.

## Equality Objectives 2017 -2020

- Ensure that pupils develop an understanding of how they fit in as part of a diverse national and international community.
- Identify and reduce barriers to learning and participation for vulnerable groups including pupils with Speech and Language difficulties
- Educate all about discrimination and prejudice and promote a harmonious environment
- Strive for all pupils regardless of ethnicity, age, gender to achieve the highest possible standards in their learning and make good progress

## Policy statement

- In accordance with our **School Values** and **School Charter** we pledge:
- to respect the equal human rights of all our pupils
- to educate them about equality
- to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- to respect the equal rights of our staff and other members of the school community

We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

We will promote community cohesion in school at local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

### **Statutory requirements**

The equality objectives above address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

Our Scheme covers the statutory requirements outlined on p.25 of the EYFS Statutory Framework.

### **Community cohesion**

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the Governors and their community partners of how the school community compares with the wider community, both locally and nationally.

Every school regardless of intake and where it is located is responsible for educating children and young people who live and work in a society which is diverse in terms of culture, faith and ethnicity and social backgrounds.

The staff and pupil populations of some schools reflect this diversity, allowing pupils to mix with those from different backgrounds. Our school does not, and we may therefore need to make links to with other schools and organisations in order to give pupils the opportunity to mix with and learn about those from different backgrounds.

We wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, so that our pupils will understand how different communities can be united by common experiences and values.