

Virginia Primary School

Equalities Information and Analysis



Section 4. Foster Good Relations Between People

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken
<i>Social and Emotional Wellbeing:</i>	<ul style="list-style-type: none"> • Part of the curriculum through PSHE/Be the Best you can Be topics/circle time. • Individual support for parents through parent support officer. • Individual support for children through in house counsellor • Breakfast club targeted at families who need support around inclusion • Childline number displayed around the school – children know about this service • Annual anti bullying week with a different focus each time. • Parents signposted to support groups/local services • Links with support for learning team • Positive and trusting relationships between children/adults so they know they have someone to talk to. • Positive relationships policy
<i>Pupil Voice:</i>	<ul style="list-style-type: none"> • Pupil voice in learning through self/peer assessment • School council • Class meetings/circle times • Assemblies • Focus groups • Pupil survey
<i>Positive Imagery:</i>	<ul style="list-style-type: none"> • Children and adults from our community are represented through photos and posters and on our website • Children and adults with disabilities are represented through topic displays, photos • Children and adults of different genders and races are represented through art work, topic displays, posters and photos. • Assembly board has images of inspirational people, spiritual aspects, religious leaders • Stonewall posters • Books in all classes that represent our diverse world.
<i>Community Links:</i>	<ul style="list-style-type: none"> • St Hilda's East community centre – intergenerational projects • Business partnerships that support reading/French. • Bethnal Green Academy (secondary school) • Toy library open to wider community • Columbia Market nursery to support transition • Visits/projects with East London Mosque/Shoreditch Church • School clusters • Projects with Friends of Arnold Circus

Examples	Steps the School has Taken
<p><i>Removing Barriers and Reasonable Adjustments:</i></p>	<ul style="list-style-type: none"> • Disability register so aware of families/children's needs and can anticipate provision (support to attend trips/meetings) • Parents forum • Parents evenings that are extremely well attended (100% in last two years) • Open door policy • We have a good knowledge of our school community and we understand their needs. A good induction of new families and information sharing supports this. • Our parent support workers are able to liaise with different groups of parents with a range of needs and signpost to support as required. • Accessible ground floor/playground

Analysis/comments:

<p>Things we do well:</p> <p>We are a very welcoming and inclusive school. We have built up excellent relationships with families and we engender mutual trust and respect.</p> <p>We are flexible to the needs of families and provide support/solutions when there are difficulties.</p>
<p>Things we would like to improve:</p> <p>Our space is not as accessible as we would like nor can it meet more complex needs of children. We would like to reconfigure our ground floor medical room and toilet to make it more universally accessible.</p> <p>We would also like to further develop our expertise in supporting children and families with social/emotional needs.</p> <p>We would like to improve global links – we have had several false starts in this area.</p>

Section 5. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken
<i>Exclusions Data:</i>	Fixed term exclusions are extremely rare because of our robust behaviour policy and the support plans in place for children at risk. They are recorded/reported according to nationally agreed policy. We have had no permanent exclusions.
<i>Victimisation and Discrimination:</i>	We have a very robust anti bullying policy and incidents are rare. Teachers standards along with our vision and values very clearly set out our stance – ‘respect for all, equality for all’.
<i>Monitoring of Incidents:</i>	Incidents are dealt with promptly and recorded using the agreed local authority format. This reporting procedure covers all forms of discrimination. We ensure that parents/carers are aware of any instances.
<i>Anti Bullying and Harassment:</i>	We ensure that this is a focus each year during anti bullying week but is also discussed regularly in assemblies and during class meetings/circle times. Children also take part in yearly theatre workshops in KS2 that address racism and prejudice. Parents also take part in workshops around equalities issues.

Analysis/comments:

Things we do well:

The children are very clear that this is a ‘telling school’ and if someone feels that they are being bullied or are the victims of discrimination they do tell. We deal with issues promptly and fairly which has really helped to create an ethos of trust and safety. We also involve parents/carers in discussions alongside their children. This ‘triangulation’ ensures that there are no misunderstandings and the parents are supportive of any consequences.

Several parents have thanked the school for the way we have dealt with any issues. Our school staff model our expectations very well and are highly professional and respectful. This is underpinned by our vision and values. Parents feel confident approaching teachers and senior members of staff when raising concerns.

Things we would like to improve:

We would like to strengthen our anti bullying strategies by working with Stonewall to include a stance on homophobia. This would involve the whole school community. We are also in the process of developing our single equality policy and this will enable us to revisit and consolidate our approaches particularly in ensuring the gender gap continues to narrow.

We need to further develop our code of conduct for staff when raising concerns. This is explicit regarding children but needs clarifying when regarding members of our adult school community.

Section 6. Participation and Engagement

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken (Case Studies)
<i>School Council:</i>	<ul style="list-style-type: none"> • The school council regularly meets and discusses equalities issues and looks at school policy. • There is a girl and boy representative from each class. • Members are voted for each year – a child will only get one turn. • There is a SEN/disability representative on the school council.
<i>Pupil Voice:</i>	<ul style="list-style-type: none"> • We have a yearly anti bullying survey. • Weekly good learning assembly. • Target setting • Focus group meetings • Contributions to assemblies • Through elections • PSHE curriculum
<i>Parents, Carers and Guardians:</i>	<ul style="list-style-type: none"> • Parent forum • Parent survey every two years • Annual governors/head reporting to parents • Parent workshops on policies • Parent support workers monitoring engagement of different groups and supporting them in accessing services • Parent governor elections
<i>Staff:</i>	<ul style="list-style-type: none"> • Development of vision and values • School improvement plan • Staff meetings • Staff survey • Development of single equality policy • Through discussions in pupil progress meetings looking at the progress of different groups
<i>Local Community:</i>	<ul style="list-style-type: none"> • Bethnal Green collaborative project • Through local projects e.g. St Hilda's Intergenerational project • Links with other schools/community groups. • Links with others through the Tower Hamlets Youth Sport Foundation
<i>Governors:</i>	<ul style="list-style-type: none"> • Developing and monitoring policies and practice • Stonewall training for governors planned for autumn 2012. • Equalities workshops