



## **Marlborough Primary School and Nursery**

### **Equality Statement & Inclusion Policy**

As a service provider and employer Marlborough Primary School and Nursery is committed to doing our utmost to the following:

- Ensuring that everyone is treated with fairness and respect
- Providing a safe, secure and stimulating learning environment for all
- Understanding that people have different needs and that treating people equally does not always mean treating them the same
- Providing extra support to those learners who need it to help them achieve and be successful
- Ensuring that different people from different groups are consulted and involved in our decisions for example talking to parents/carers and children through our Class Representatives and School Council
- Ensuring that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their gender; their gender identity or reassignment; their ethnicity or national origin; their marital or civil partnership status; being pregnant or recently had a baby; their religious beliefs; their sexual identity and orientation

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the Ofsted inspection framework on the importance of closing gaps in achievement which affect, amongst others:

- Pupils from certain cultural or ethnic backgrounds
- Pupils who belong to low-income households including those eligible for free school meals
- Pupils who have Special Educational Needs

In addition to this short statement, we also have a full school policy statement on inclusion and equality.

For more information please contact:

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## Equality Statement – Pupil Characteristics

Marlborough Primary School - Ethnicity Summary										
Main Ethnic Origin (Including Nursery)	2008		2009		2010		2011		2012	
	No.	%								
White British	199	28.2%	196	27.6%	173	24.5%	165	23.3%	155	22.0%
White Irish	2	0.3%	2	0.3%	3	0.4%	3	0.4%	3	0.4%
White Traveller of Irish Heritage	-	-	-	-	-	-	-	-	-	-
White Gypsy/Roma	-	-	-	-	-	-	-	-	2	0.3%
White Other	69	9.8%	78	11.0%	74	10.5%	79	11.1%	92	13.0%
Dual Heritage	70	9.9%	72	10.1%	66	9.3%	65	9.2%	63	8.9%
Asian Indian	113	16.0%	118	16.6%	126	17.8%	125	17.6%	132	18.7%
Asian Pakistani	51	7.2%	60	8.5%	65	9.2%	67	9.4%	67	9.5%
Asian Bangladeshi	11	1.6%	12	1.7%	12	1.7%	11	1.6%	9	1.3%
Asian Other	15	2.1%	12	1.7%	13	1.8%	14	2.0%	14	2.0%
Black Caribbean	15	2.1%	11	1.5%	11	1.6%	10	1.4%	9	1.3%
Black African	68	9.6%	67	9.4%	69	9.8%	69	9.7%	61	8.6%
Black Other	9	1.3%	9	1.3%	8	1.1%	7	1.0%	6	0.8%
Chinese	4	0.6%	5	0.7%	7	1.0%	7	1.0%	8	1.1%
Other	60	8.5%	65	9.2%	77	10.9%	85	12.0%	83	11.8%
Unknown	19	2.7%	3	0.4%	3	0.4%	2	0.3%	2	0.3%
<b>Minority Ethnic (excl White British &amp; Unknown)</b>	<b>487</b>	<b>69.1%</b>	<b>511</b>	<b>72.0%</b>	<b>531</b>	<b>75.1%</b>	<b>542</b>	<b>76.4%</b>	<b>549</b>	<b>77.8%</b>
<b>All Pupils</b>	<b>705</b>		<b>710</b>		<b>707</b>		<b>709</b>		<b>706</b>	

Key: % Minority Ethnic is

<= 10% below Local Authority Average =>10%

### Gender Split (All Children)

	Boys		Girls		Total
	No.	%	No.	%	
2008	359	51%	346	49%	705
2009	366	52%	344	48%	710
2010	358	51%	349	49%	707
2011	351	50%	358	50%	709
2012	352	50%	354	50%	706

## Equality Statement – Pupil Characteristics

### Key Indicators

<i>Pupil Characteristics</i>	<i>Your School</i>				<i>Primary LA Avg</i>	<i>Sch-LA Diff</i>	<i>National</i>
	2009	2010	2011	2012	2012	2012	2012
% of pupils eligible for free school meals	18.2%	19.5%	19.3%	18.3%	19.7%	-1.4%	-
% of pupils eligible for free school meals in the past 6 years	-	-	-	24.5%	26.2%	-1.7%	-
% of pupils with SEN statements	3.2%	2.5%	2.5%	2.0%	1.5%	0.4%	-
% of pupils with SEN - School Action Plus	7.3%	7.4%	8.2%	7.5%	7.5%	0.0%	-
% of pupils with SEN - School Action	7.0%	5.2%	5.8%	7.8%	11.9%	-4.1%	-
% of minority ethnic pupils	72.0%	75.1%	76.4%	77.8%	74.6%	3.2%	-
% with English as additional language (Jan census) <sup>1</sup>	60.4%	62.8%	64.0%	65.0%	60.2%	4.8%	-
% of Traveller Pupils on roll	-	-	-	-	0.1%	-	-
ACORN Category 1 (Wealthy Achievers)	8.3%	9.5%	10.3%	10.2%	1.1%	9.1%	-
ACORN Category 2 (Urban Prosperity)	35.8%	36.2%	37.9%	38.7%	28.0%	10.7%	-
ACORN Category 3 (Comfortably Off)	20.3%	21.4%	20.6%	22.7%	30.6%	-7.9%	-
ACORN Category 4 (Moderate Means)	7.3%	6.1%	6.2%	4.0%	11.8%	-7.8%	-
ACORN Category 5 (Hard-Pressed)	27.5%	26.0%	22.8%	23.7%	27.4%	-3.7%	-
ACORN Category Unknown	0.8%	0.8%	2.1%	0.8%	1.2%	-0.4%	-

<sup>1</sup> Where language was not provided, this has *not* been classed as EAL.

## Equality Statement – School Improvement Plan

### Main Objectives 2011-13

- To ensure that the promotion and development of positive learning characteristics leads to improved outcomes in reading, writing and mathematics for pupils with low prior attainment and/or those who are or have been eligible to receive Free School Meals (FSM)
- To improve the rates of progress and standards of attainment among learners from White British, White Other and Black African and Black Caribbean backgrounds



## **MARLBOROUGH PRIMARY SCHOOL AND NURSERY**

### **INCLUSION POLICY**

#### **(Incorporating Equal Opportunities and Race and Gender Equality)**

#### **Introduction**

Marlborough Primary School and Nursery serves a diverse community in terms of its social, economic and ethnic characteristics; this is also reflected in the profile of the learners and staff. All members of the school community will have unique contributions to make, which may be derived of or expressive of their gender, physical, emotional and/or learning needs, sexuality, ethnic, cultural, religious, social and economic backgrounds. These contributions and differences should be used to enrich the learning experiences of the whole group and promote an inclusive educational setting but never to restrict access or opportunity.

#### **Aims**

- To provide a safe and secure learning environment in which all its members and visitors are respected and valued
- To ensure high expectations and inclusion of all learners and enable them to fulfil their potential regardless of their individual, social and personal characteristics or circumstances
- To promote inclusion, positive values, good behaviour, high attendance and a sense of pride and belonging
- To make significant contributions towards community cohesion

#### **Objectives**

- To monitor, evaluate and narrow any gaps in progress, achievement and attainment between learners of different genders, those with different developmental needs and pupils from different social, economic, cultural, religious and ethnic backgrounds
- To engage with and encourage the involvement of parents/carers from all ethnic and social groups in the development of the school and in supporting their children's learning
- To promote equal opportunities, race and gender equality awareness among all members of the school community and as an integral element of the curriculum
- To challenge negative behaviours derivative of racial or other discrimination based on the personal characteristics of an individual
- To monitor, evaluate and reduce the number of racist incidents

#### **Inclusion, Equal Opportunities and Personalisation**

- An inclusive educational experience describes the process by which a school responds to all learners as individuals and refines its structures, curriculum and the allocation of resources in ways which to enhance equality of opportunity for all. Inclusion is also defined in the way a school responds positively to diversity and celebrates difference. The learners, staff and other stakeholders are 'included' when they are viewed as an equal member of the community.
- Equality of opportunity is determined by the way teachers deliver effective learning experiences for all pupils. We recognise that this will not necessarily mean treating all children 'equally' or result in every child achieving the same way. The promotion of equal opportunities and inclusion focuses on tackling barriers to learning in order that all pupils can fulfil their potential.

## **Main Responsibilities**

### ***Governors***

- Ensuring that the school complies with relevant legislation and conducts regular policy review
- Monitoring the full implementation of the policy and any related procedures including the reporting of racial incidents, adherence to the school's admission policy
- Ensuring that the Inclusion Policy is taken into account within other areas of responsibility e.g. staff and governor recruitment and the development of the school improvement plan

### ***Headteacher and the School's Leadership Team***

- Leading the development and implementation of the policy and the curriculum
- Ensuring that the policy is readily available and brought to the attention of stakeholders
- Monitoring and evaluating the impact of the policy and reporting back to governors
- Ensuring all staff members and learners are fully aware of and discharge their responsibilities
- Taking appropriate action in response to any incident of discrimination or harassment
- Providing on going opportunities for the continuing professional development of staff
- Challenging negative behaviours derivative of unreasonable discrimination

### ***Assistant Headteacher for Inclusion***

- Encouraging and supporting all teachers and learning support assistants in helping all vulnerable learners to fulfil their potential
- Overseeing and monitoring personalised provision for children with Special Educational Needs and those learning English as an additional language

### ***Teaching Staff – including specialists***

- Dealing appropriately with any incident of discrimination or harassment involving the learners and in accordance with our behaviour management policy
- Supporting the monitoring and evaluation of the policy
- Delivering and facilitating fully inclusive curricular and additional curricular opportunities for the learners including those with Special Educational Needs
- Helping all the learners understand the importance of issues pertaining to equality, inclusion and citizenship
- Challenging negative behaviours derivative of unreasonable discrimination

### ***Support Staff***

- Understanding and supporting the implementation of the policy
- Reporting any incidents of discrimination or harassment to an appropriate line manager

### ***Learners***

- Understanding and respecting the principles and values of the policy
- Conducting themselves in ways which support the principles of the policy

### ***Parents and Carers***

- Understanding and respecting the principles and values of the policy
- Supporting the ethos and values of the school and providing appropriate support and guidance for their children

### ***Visitors and Contractors***

- Conducting themselves in ways which support the principles of the policy

## **Learning and Curriculum**

The curriculum in all Key Stages should include regular opportunities to recognise and celebrate diversity, promote good citizenship, equality and respect. All year groups will also focus on developing the personal, social and emotional capacity of the learners. Whole school themes pertaining to inclusion will be delivered through assemblies and related class-based activities according to the Social and Emotional Aspects of Learning (SEAL) initiatives e.g. new beginnings, getting on and falling out, going for goals, relationships, say no to bullying and good to be me.

The school will provide opportunities for the children to engage with positive role models from each gender and ethnic minorities and further celebrate diversity through special occasions, festivals and assemblies covering events such as Black History Month, Eid-ul-fitr and Diwali. Teachers will be expected to identify and address underachievement of specific groups by ensuring high expectations for all, engaging in partnership with parents and carers and modifying learning activities where appropriate.

The school will also act to encourage boys and girls to learn from the generic strength of each gender and provide learning opportunities that encourage the development of self reflection and assessment, problem solving, risk taking within a safe environment, creativity and key elements of healthy competition. Teachers will guard against any unnecessary stereotyping, groupings such as undertaking of tasks and activities according to gender e.g. boys only football teams

## **Representation**

Within a framework of good practice in terms of equal opportunities, the school will promote the representation of stakeholders from different backgrounds on the staff, governing body and parent/carer consultation groups. This will be achieved by actively encouraging and welcoming job applications, offers of support, involvement and membership. Such representation will be closely monitored and the impact evaluated.

## **Learning English as an additional language (EAL)**

The school will endeavour to provide appropriate support for all children who are learning English as an additional language. Specialist teachers will be employed to support the class teachers in providing resources, delivering suitable learning activities, monitoring and evaluating progress, planning for improvement and celebrating the diverse range of languages spoken by all members of the school community.

## **Special Educational Needs and Vulnerabilities**

The school will continue to do its utmost to meet the complex needs of vulnerable children and those identified with Special Educational Needs according to the Code of Practice. Our Assistant Headteacher with responsibility for inclusion will support the teaching staff in providing an appropriate learning environment and learning activities. They will also support teachers in terms of liaising with relevant agencies such as educational psychologists, social care workers and early intervention teams.

## **Parental and Community involvement**

The school should continue to provide regular opportunities for parents and carers to have a voice by making suggestions, generating ideas, raising concerns and sharing issues. This will be facilitated through the contribution of our parent governors, regular meetings of our parent representative group, opportunities for parents/carers to engage in learning workshops, help in the school and give feedback through an annual questionnaire. In addition our parent/staff association 'Friends of Marlborough' will continue to organise and facilitate events which help to promote community cohesion such as the summer fair.

### **Parental and Community involvement**

The school will also aim to extend community involvement through the sharing of facilities, the development of our Children's Centre and encouraging members of the community to support children's learning.

The children will also be encouraged to make positive contribution to the local and wider communities through activities such as charity fundraising, preparing harvest gifts, performing to the elderly at Christmas and undertaking projects agreed by the school's council.

### **Behaviour Management including Monitoring Racial Incidents**

In accordance with our behaviour management policy and relevant legislation the school will continue to implement behaviour management strategies and monitor racial incidents. These are to be reported to the Local Authority and the Governing Body on a termly basis. The Leadership team and Governing Body will also monitor and evaluate any trends in terms of pupil behaviour and exclusions according to characteristics and groupings. This information will be used to help the school to plan for improvement.

### **Conclusion**

In order to provide positive outcomes for all the learners in our school it is vital that all stakeholders support our shared values and make positive contributions towards our aspirations. This policy provides a framework through which this could be achieved. However it is also essential that the school remains proactive in terms of identifying any significant changes to the characteristics of the community and the learners and that we can quickly adjust to these changes to maximise the potential of our pupils.