



**The Eliot Bank and Gordonbrock  
Schools Federation**



# Equality Policy, Information & Objectives

**Eliot Bank School**

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## 1. Introduction

The Equality Act 2010 brings together all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including:

- The Equal Pay Act 1970;
- The Sex Discrimination Act 1975;
- The Race Relations Act 1976; and
- The Disability Discrimination Act 1995.

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain characteristics, known as the 'protected characteristics' and they vary slightly according to whether the person is at work or using a service. These characteristics are:

- Age;
- Disability;
- Gender Reassignment;
- Marriage or Civil Partnership;
- Pregnancy and Maternity;
- Race;
- Religion / Belief;
- Sex (Gender); and
- Sexual Orientation.

In England and Wales the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools.

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favorably because of any of the above protected characteristics.

The Act makes it unlawful for the governing body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

### **1.1 What is 'Equal Opportunities'?**

Ensuring that people are not treated in a prejudicial way because of any protected characteristic.

Discrimination inevitably affects everyone as it is embedded in our society and influences daily interactions, attitudes and expectations. The process of acquiring and practising such attitudes is subtle and largely unconscious. It is often only extreme behaviour, which is perceived as unacceptable. The strength of discriminatory messages in what occurs informally and subconsciously in schools dictates that tackling the problem must be the responsibility of all. All members of the education service need to play a part. Passive support for or lip service to the notion of equal opportunities is not sufficient to challenge stereotyping and all forms of discrimination in society at any level.

It is the staff of educational establishments who must give the lead to pupils if our future society is to avoid division and strife. All forms of discrimination are socially divisive and hinder individual development.

Schools are not only places of learning but also places of employment. Equality of opportunity is important for staff as well as pupils. Genuine equality of opportunity will not be achieved by mere compliance with the relevant legislation. It can be achieved only if those concerned have the will to formulate equal opportunities policies that are fully implemented, carefully monitored and reviewed.

## **1.2 The Need for an Equal Opportunities Policy**

### **1.2.1 Staff**

An effective opportunities policy enables employers to ensure, as far as possible, that they do not practise unlawful direct or indirect discrimination and that they make the best use of their existing and potential work force.

An equal opportunities policy and programme enables employers to develop good employment practices in respect of all employees regardless of their sex. An effectively monitored equal opportunities policy enables employers to identify groups, which are under-represented in certain jobs or sections, to assess the reasons for this and, where appropriate, to make use of the relevant Acts for positive action.

### **1.2.2 Pupils**

The policy should ensure that:

- all pupils have equal access to the whole curriculum
- all information provided for parents clearly states that all subjects and facilities are equally available to all;
- the issue of stereotyping will be brought to pupils' attention and that teaching materials do not reinforce stereotypes; and
- equality of opportunity permeates the whole curriculum and is regularly reviewed.

## **2. Aims and Objectives**

Our schools' aims statement values the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

This policy is in accordance with The Equality Act 2010. It seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy / maternity and marriage /civil partnership, in accordance with the Act.

### **3. School Policy Statement On Equality And Community Cohesion**

Our school is committed to equality both as an employer and a service-provider:

- We make every effort to ensure that everyone is treated fairly and with respect.
- We make every effort to sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We make every effort to ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We make every effort to ensure that no-one experiences harassment, less favorable treatment or discrimination because of their age; any disability they may have; their ethnicity, color or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have regard to the need 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 diminishing the difference in achievement, which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds;
- pupils who belong to low-income households and pupils known to be eligible for free school meals;
- pupils who are disabled;
- pupils who have special educational needs; and
- boys in certain subjects, and girls in certain other subjects.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:



- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

## 4. Information About The Pupil Population

**Number Of Pupils On Roll At The School** 498

### 4.1 Information on Pupils by Protected Characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

The figures and information below relates to pupils with particular protected characteristics but we are also aware that pupils may be impacted by equality issues relating to family members or other people they live with or are close to.

### 4.2 Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ For example, it will include people who have hearing or sight impairments, a significant mobility difficulty; and mental health conditions or learning difficulties as well as long-term health conditions such as cancer, diabetes or HIV.

**Number of Pupils With Disabilities** 46

To ensure we are including all children who have additional needs we would include children who have had an illness lasting longer than 12 months, which is limiting their ability to access the curriculum. There are pupils at our school with different types of disabilities and these include:

- Mobility Issues
- Communication issues including Autistic spectrum disorders
- ADHD
- Severe Allergies
- Severe Eczema
- Developmental delay
- Sickle cell
- Epilepsy
- Diabetes
- Other medical needs

#### Pupil Special Educational Needs (SEN) Provision

	Number Of Pupils	% Of School Population
Total Special Education Need	65	13.05%
Type E (Educational Health and Care Plan)	7	1.41%
Type K (SEN Support)	58	11.65%
Type S (Statement)	0	0%

#### 4.3 Gender

<b>Male:</b>	256
<b>Female:</b>	242

#### 4.4 Religion and Belief

Not all families choose to give us information about their religion and beliefs. However from the information we gather and our knowledge of our community we know:

Religion	Number of Pupils
Buddhist	5
Christian (7 + denominations)	197
Hindu	7
Jewish	5
Muslim	46
No Religion	221
Other Religion	5
Unknown (refused)	12

## 4.5 Ethnicity and Race

	Boys	Girls	Total
<b>Asian or Asian British</b>			
Bangladeshi Heritage	X	X	X
Indian Heritage	X	0	X
Other Asian Heritage	0	0	0
Pakistani Heritage	X	X	X
<b>Black or Black British</b>			
Black African heritage	25	20	45
Caribbean heritage	13	20	33
Other heritage	X	X	X
<b>Chinese</b>	X	X	X
<b>Mixed</b>			
Other Mixed Heritage	X	X	X
White and Asian	11	7	14
White and Black African	5	8	13
White and Black Caribbean	7	7	14
<b>White</b>			
British heritage	103	103	206
Irish heritage	X	X	X
Traveller of Irish heritage	0	0	0
Gypsy / Romany	0	0	0
Any Other White Background	29	31	60
Other White European Background	X	X	X
Any Other Ethnic Group	X	X	X
<b>Any Other Ethnic Group</b>	X	X	X
<b>Information Withheld</b>		14	
<b>Information Not Yet Obtained</b>		0	

## 4.6 Gender Identity or Reassignment and Sexual Orientation

Collecting information about pupils for these protected characteristics is not something that we do routinely. However we are aware that these issues might impact on the lives of a number of our children.

### 4.6.1 Gender Identity

We are aware from research and engagement that: children with gender identity disorders also present with separation anxiety, depression and emotional and behavioural difficulties. In a number of cases learning difficulties and school refusal are also present.



The data suggests that children with gender identity problems may experience considerable isolation owing to difficulties in their relationships. They can also become the victims of persecution, which may contribute to feelings of depression and misery.

We also know that some transgender children know they want to change gender from a young age but they do not always feel comfortable or confident enough to tell an adult.

#### 4.6.2 Sexual Orientation

We are aware, from research, that 65% of young lesbian, gay and bisexual people experience homophobic bullying in British schools.

Even if gay pupils are not directly experiencing bullying, they are often learning in an environment where homophobic language and comments are commonplace, as are their heterosexual peers.

#### 4.7 Information on Other Groups of Pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

##### 4.7.1 Pupil with English as an Additional Language (EAL)

	Boys	Girls	Total	% Of School Population
Number of pupils who speak English as an additional language	55	48	103	20.68%
Number of pupils who are at an early stage of English language acquisition	5	3	8	1.61%

##### 4.7.2 Pupils from Low-Income Backgrounds

The only data we can collect is children on children who are eligible for free school meals. We are, however aware that a number of families are facing financial hardship.

	Boys	Girls	Total	% Of School Population
Number of pupils eligible for free school meals	20	13	33	6.63%

#### **4.7.3 Looked After Children**

We also have a number of children who:

- have been adopted (some very recently)
- are subject to residence orders
- are living with members of their extended family

We are aware that they may also face equality issues.

#### **4.7.4 Young Carers**

A small number of our children have caring responsibilities. Occasionally these do not come to light for some time. This may well impact on children's school lives e.g.

- taking up out of school hours opportunities
- opportunities to complete home learning
- inability to focus on learning due to stress or tiredness

#### **4.7.5 Other Vulnerable Groups**

We have a number of children in our school and community who we perceive to be vulnerable or potentially vulnerable. They include children subject to child protection or child in need plans; children whose parents/carers have mental health issues; children with poor attendance / punctuality; families in poverty; families living in poor or temporary housing; children of very young parents.

We are aware that any of the above may well impact on children's progress and their ability to access opportunities.

## **5. Our Main Equality Challenges**

This is a summary of the issues that we are most concerned about.

- We need to ensure that the success of our children, including but not limited to academic attainment, is not adversely affected by their race or gender.
- We need to further develop our curriculum so that it reflects the diverse communities of modern Britain and Eliot Bank in particular.
- We are aware that we could improve the way that we involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- The ethnicity of our staff does not reflect the community we serve.

- We need to identify further opportunities to enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We need to explore how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables all pupils to understand and respect difference and diversity.

For some of these challenges we have also set and published equality objectives. Details of these are in Part 8 of this document.

## **6. How We Have Due Regard For Equality**

Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies. All our written policies are also available to download from our website.

We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

When Governors consider equality issues in relation to policies, decisions and services, a record of this will be kept in the minutes and papers of governing body meetings.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and staff.

We have a Personal, Social and Health education policy and curriculum which addresses a wide range of areas related to equalities both systematically and reactively. Weekly Circle time gives the opportunity for children to raise concerns, express opinions and listen to the opinions of others.



We have a school behaviour policy that cites a shared value system for us to 'live', guiding our choices and decisions in all that we do:

- responsibility;
- commitment;
- respect;
- care;
- equality;
- integrity; and
- honesty.

We have a school anti-bullying policy that includes specific reference to protected characteristics. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

We hold annual 'differences' week where children are given the opportunity to hear from a range of people with disabilities etc.

We have a special educational needs local offer that outlines the provision the school makes for pupils with special educational needs.

We have a home school agreement that includes the assertion that together, adults and children in our school community agree that we:

- will support all children to learn and to help them achieve their best;
- expect good behaviour and self-discipline;
- will have a positive attitude towards others and treat all members of the school community with respect; and
- will keep the school a safe place for everyone.



We have a Learning Mentor and Family Support Worker who can provide support to families where deemed necessary and appropriate.

We have an onsite children's centre with a range of services particularly for pre-school children and families.

Decisions about admissions to the school are managed by the local authority according to published criteria. We then meet every new family personally, either at home or in school, before they start in order to learn as much as possible about any barriers they might encounter. These can then be addressed as quickly as possible.

Our complaints procedure sets out how we deal with any complaints relating to the school.

We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices. We have procedures for addressing staff discipline, conduct and grievances.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

## **6.1 Disability**

We are committed to working for the equality of people with and without disabilities.

### **6.1.1 Summary Information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)**

- We take a very flexible approach to meeting the needs of people with disabilities. As a diverse group, the issues need to be considered on an individual basis, even for those who may appear to have similar disabilities.
- Relationships between disabled pupils and others are very positive and incidents of bullying or inappropriate behaviour based on disability are extremely rare.
- Our strong culture of support means that adults in the school are prepared to 'go the extra mile' to ensure all pupils have a positive experience at school.

- Where disabilities specifically impact on learning we take specialist advice and consult with families to draw up individual support arrangements. Wherever appropriate we modify our curriculum and provide additional or alternative resources.

### **6.1.2 How We Advance Equality of Opportunity**

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We access specialists to give advice and support for specific disabilities as appropriate.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils. e.g. for visually impaired pupil we liaise with specialists and secured specialist equipment for use in class
- For a child with mobility issues we provide adapted furniture and handrails. We take advice from the Occupational Therapist.

### **6.1.3 How We Foster Good Relations and Promote Community Cohesion**

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We use assemblies and PSHE times to promote positive images and perceptions of disabled people.
- We take opportunities to acknowledge and celebrate people with disabilities. This includes an annual 'differences' week in which children have the opportunity to hear from key note speakers and explore the issues related to disabilities.
- We will tackle prejudice and any incidents of bullying based on special educational needs or disability.
- Children with disabilities are encouraged and sensitively supported to participate successfully in all school events including sports events, trips and residential visits.

#### **6.1.4 What has been the impact of our activities? What do we plan to do next?**

##### Impact

- We consider that our children have a good awareness of their peers and their needs being supportive where appropriate but without undue attention.
- Significant improvement in physical access to the building – parents and older carers have commented on the improvements
- Feedback from parents and children in this category is very positive about the level of care and support.

##### Plan

- Continue to develop our PSHE curriculum and provision
- Continue to provide professional development to staff to increase their knowledge of disabilities and how they might modify their teaching to best support their children.

#### **6.2 Ethnicity and Race (Including EAL Learners)**

We are committed to working for the equality of all ethnic groups.

##### **6.2.1 Summary Information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)**

- Eliot Bank pupils are drawn mainly from the local area. Over 58% of the intake is from one of a number of minority ethnic groups and there 35 languages represented in the school. 26.72% of pupils come from homes where English is an additional language.
- The cultural diversity of the school's population is seen as one of its positive features and we take every opportunity to celebrate and share the wide experience of our families.
- We are aware that Ethnic minorities are underrepresented on the teaching staff and the governing body.
- The level of reported racist incidents both in the school and its community is very low, however, we are aware racism can impact on the day to day lives of some of our families and of the potential impact on access to the curriculum and broader opportunities.

### **6.2.2 How We Advance Equality of Opportunity**

- We monitor the attainment of all our pupils by ethnicity.
- We then take a "Which children from a given ethnic group?" approach to address underachievement: no ethnicity is treated as an homogeneous group. This happens thorough regular, termly pupil progress meetings and then on a week by week basis.
- We set targets to improve the attainment and rates of progress of particular groups and individuals.
- We are developing our curriculum to include content that is relevant to the ethnicity and culture of our families and supports all pupils to understand, respect and value difference and diversity.
- We actively participate in Black History month
- Analysis and monitoring of makeup of schools council and some music groups.
- We monitor family attendance at parents' evenings and other opportunities to discuss children's progress. We then support access for non-attenders e.g. by giving accessible times, support for EAL
- We signpost ESOL courses

### **6.2.3 How We Foster Good Relations and Promote Community Cohesion**

- In developing our curriculum we are building in a range of opportunities for families and community members to contribute knowledge, experiences, and culture to the children's learning.
- We ensure that our pupils recognise diversity across the school and within the wider community, and are given opportunities to celebrate and value it as much as possible
- We ensure that our pupils have an understanding of Human Rights and how they apply to everyone. and the need to defend the human rights of all individuals



## 6.2.4 What Has Been The Impact Of Our Activities? What Do We Plan To Do Next?

Day to day observations, feedback from parents, children, visiting professionals and parents is extremely positive about our strong sense of community and shared values.

### Impact

KS1 Outcomes (2017) for EAL children are as follows:
<ul style="list-style-type: none"><li>• Reading, writing, maths combined Attainment is above school, above national (all)</li><li>• Reading Progress below school, above national and Attainment above school and national (all)</li><li>• Writing Progress and Attainment above school and national (all)</li><li>• Maths Progress above school and national (all) Attainment below school, above national (all)</li></ul>
KS2 Outcomes (2017) for EAL children are as follows:
<ul style="list-style-type: none"><li>• Reading: Attainment above school, above national (all)</li><li>• Writing: Attainment above school, above national (all)</li><li>• Maths: Attainment at school, above national (all)</li></ul>

### Plan

- Continue with current provision for EAL children
- Develop further family / community engagement in our curriculum

## 6.3 Gender

We are committed to working for the equality of women and men.

### 6.3.1 Summary Information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- In line with local and national trends our boys generally achieve less well than girls in EYFS, KS1 and KS2 outcomes.
- Other out of hours sports clubs are well attended by both boys and girls
- Boys are over represented in triggering sanctions from the behaviour policy (class based sanctions, red cards)
- Boys and Girls are equally represented on School Council and other school responsibilities.
- We recognise that male carers can find it more difficult to actively participate in primary school life.
- Men are under represented on the staff as a whole.
- The proportion of men in senior posts is higher than in the school community.

### 6.3.2 How We Advance Equality of Opportunity

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys. We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject and activity choices are avoided.
- We ensure that young people have access to resources and experiences that challenge outdated images and ideas about careers and employment.
- We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by:
  - o engaging with fathers and drawing them into school life
  - o supporting mothers to understand their boys by running 'About Boys Courses'
- Both male and female parents and carers are actively encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- We run specific fathers' events such as Dads' Breakfasts and other events specifically for male carers and their children
- The children centre offers opportunities specifically for fathers e.g. baby massage

### 6.3.3 How We Foster Good Relations and Promote Community Cohesion

- We use Kagan interactive strategies to proactively teach social skills to children.
- Our buddy class system encourages positive social interaction with other children in the school.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

### 6.3.4 What Has Been The Impact Of Our Activities? What Do We Plan To Do Next?

	<u>2017</u>		<u>2018</u>	
	<u>KS2: % of boys and girls reaching Age Related Expectations</u>			
	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>
Reading	100	89	84	93
Writing	97	74	88	89
Maths	97	93	94	96

#### Plan

- To continue Dads' Breakfasts
- Develop the use of assertive mentoring for targeted boys.
- To further develop the knowledge, of teaching staff and support staff, of latest research about boys' development, behaviour and motivation. To use this to develop initiatives to improve boys' attitudes to school and learning.

## 6.4 Gender Identity or Reassignment

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

### 6.4.1 Summary Information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Although it is rare for pupils - particularly very young pupils - to undergo a gender reassignment, when a pupil does so a number of issues arise that will need to be sensitively handled. We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

### 6.4.2 How We Advance Equality of Opportunity

- We recognise that all gender variant children should be supported and protected whether or not they undertake transition.
- Through training and awareness raising we hope to provide an environment where transgender staff would be safe and comfortable in the school environment.

### **6.4.3 How We Foster Good Relations And Promote Community Cohesion**

- We aim to tackle all incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.
- Annual differences week
- Our curriculum, including PSHE, encourages pupils to develop understanding of and respect for difference, and challenge negative stereotypes.
- Assemblies and information sharing opportunities are used to promote cohesion.

### **6.4.4 What has been the impact of our activities? What do we plan to do next?**

Culture of tolerance permeates the school.

## **6.5 Religion And Belief**

We are committed to working for equality for people based on their religion, belief and non-belief.

### **6.5.1 Summary Information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)**

We acknowledge and celebrate the diversity of faith backgrounds in the school. We see this as an opportunity to learn about each other, to develop respect and tolerance.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We build into our day to day organisation opportunities to ensure children mix. The skills to do this are taught through Kagan interactive strategies. Buddy classes work together at regular points in the school year.

We consult pupils and families in developing policies e.g. behaviour and school uniform policies to ensure that any issues specific to particular groups are taken into account.

We involve pupils and families delivery of the curriculum e.g., children and families talk about their religious ceremonies.

### 6.5.2 How We Advance Equality of Opportunity

- The school is tackling any barriers that might prevent pupils with particular beliefs from taking a full part in school life by teaching to the RE agreed syllabus which acknowledges all faith groups within the school community.
- We undertake visits to places of worship for a variety of faiths.
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. Our calendar of assemblies included celebrations of the faith groups within our school community.

### 6.5.3 How We Foster Good Relations and Promote Community Cohesion

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Our assemblies reflect local faith communities and key celebrations e.g. Christmas, Easter, Eid and Diwali.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities.

### 6.5.4 What has been the impact of our activities? What do we plan to do next?

#### Impact

- reduced incidence of parents refusing permission for children to visit places of worship / RE curriculum; and
- culture of tolerance within the school.

#### Plan

- Given that the largest single group in the school is those who have no religion (and that is over twice the size of the next group, Christian) we need to reflect on how to ensure that atheism, humanism and other non-religious philosophies are included in the curriculum.
- Revise our RE curriculum to meet the requirements of the new Agreed Syllabus (to be published in Autumn 2018).

## **6.6 Sexual Orientation**

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

### **6.6.1 Summary Information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)**

- We do not routinely collect information about the sexual orientation of staff or pupils.
- We know that some of our pupils live in households headed by lesbian, gay or bisexual couples.
- We are aware of the need to provide resources that reflect the circumstances of all our children and that celebrate difference and diversity as a way of developing tolerance understanding and respect for one another.
- The school is committed to tackling any prejudice-related bullying and the use of inappropriate language.

### **6.6.2 How We Advance Equality Of Opportunity**

- Diversity and inclusion are threaded through the curriculum. We are gradually developing a range of books and resources include images of a range of different kinds of families.
- We ensure that gay, lesbian and bisexual staff feel comfortable, and are supported to be open about their sexual orientation.
- We hold an annual difference week which introduces children to adults with differing sexual orientations. This is done age appropriately.

### **6.6.3 How We Foster Good Relations And Promote Community Cohesion**

- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as SEAL.
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different.

#### **6.6.4 What Has Been The Impact Of Our Activities? What Do We Plan To Do Next?**

##### Impact

- limited incidents of bullying based on sexual orientation; and
- very little inappropriate use of language.

##### Plan

- Develop resources available to children to reflect variety of family structures.

### **7. Consultation And Engagement**

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- survey staff to heighten awareness and further develop policies reflective of equality issues; and
- consult with parents on the further development of our equality objectives.

### **8. Our Equality Objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

#### **8.1 Equality Objective 1 (19/20)**

Ensure that the progress and attainment of boys matches that of other groups in writing.

#### **8.2 Equality Objective 2 (19/20)**

Fully embed the curriculum for Relationship and Sex Education and Health Education so that all statutory requirements are fully in place by September 2020.



### 8.3 Equality Objective 3 (19/20)

TBC