



## **Alexandra Primary School**

### **Equality Information & Objectives**

Governor Responsible	Management Committee
Status	Statutory
Last reviewed	February 2018

We recognise that the actions resulting from this policy statement and our daily activity, interaction and influence are what make a difference.

### **Legal framework**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, gender identity (and as relevant, pregnancy/maternity, and in relation to employment; age and marriage/civil partnership). We understand that these are the nine protected characteristics outlined in the Equality Act 2010.

2. We recognise that these duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Guiding principles**

3. In fulfilling the legal obligations and our intentions cited above, we are guided by nine principles:

#### **Principle 1: All learners are of equal value.**

We value all learners and potential learners, their parents and carers, equally.

#### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of prejudice that people may face, in relation to the protected characteristics set out in paragraph 1 above.

#### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We pay due regard to all of the protected characteristics outlined in paragraph 1 above through our policies, procedures and activities. As a Community School we follow all relevant Haringey procedures and take advice when appropriate.

#### **Principle 4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

#### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

Our policies and procedures promote equality but we also tackle inequality when it occurs. We regularly review our policies and procedures to ensure that they are relevant to the range of pupils we have in our school.

#### **Principle 6: We consult and involve widely.**

We engage with a range of interested groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. Eg Disability Access Plan, Parent Survey.

### **Principle 7: Society as a whole should benefit.**

Through promoting equality and valuing our diversity as a school community, we intend that the experiences we give our children should benefit society as a whole by fostering greater social cohesion, and greater participation in public life of all groups and individuals. For instance, regular visits from members of the community are part of our school approach. We recognise and act on all opportunities to promote community cohesion. We do this through a variety of different means such as school council meetings, assemblies and 'event' weeks.

### **Principle 8: We base our practices on sound evidence and information.**

Our School Improvement Plan is focused on raising the achievement of all groups of learners including those who are in vulnerable groups; through questionnaires for stakeholders resulting in actions (see SIP); through Pupil Progress Meetings looking at each individual child's needs and by analysing data showing how all vulnerable groups perform in relation to their peers.

### **Principle 9: Objectives**

We set relevant equality objectives annually through the SIP which are specific and measurable. The objectives which we identify take into account national and local priorities and issues, as appropriate.

Through Governor review, as part of the SIP process, we keep our equality objectives under review and report annually on progress towards achieving them. We set equality targets which are governor agreed.

### **The curriculum**

4. We feel it is essential that, just as school priorities change, so should the curriculum develop over time to reflect the needs and priorities of the school. Our curriculum is skills based, lively and creative and is designed to engage and include all children in their learning irrespective of background or protected characteristic status.

### **Ethos and organisation**

5. We ensure the relevant principles listed in paragraph 3 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

### **Addressing prejudice and prejudice-related bullying**

6. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–2:

- prejudice around disability and special educational needs
- prejudice around racism and xenophobia, including that directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudice reflecting sexism and homophobia
- prejudice against gender identity issues

7. We continue to record and report incidents of, Racism and Homophobia, and send this anonymised data in to the Local Authority. We act immediately on any incident and report this to Governors in the Headteachers report.

### **Roles and responsibilities**

8. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

9. Members of the governing body have a watching brief regarding the implementation of this policy. This is reviewed as recommended by legislation every 4 years.

10. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

11. All adults are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the relevant principles in paragraph 3 above
- support pupils in their class for whom English is an additional language and those that have SEN
- keep up-to-date with equalities legislation relevant to their work.

All stakeholders have a responsibility to ensure that equality is promoted at all times.

### **Information and resources**

12. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

Religious observance

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

### **Staff development and training**

**14.** We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

**15.** Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body. This policy replaces the Disability Equality Policy, the Equal Opportunities Policy, Race Equality Policy and the Single Equalities Scheme (SES).

**At Alexandra Primary School we respect each other's age, disabilities, gender, race, religion, gender identity and sexual orientation.**

## **Equality Statement**

### **Principles**

Our school is committed to equality. We believe that diversity is a strength which should be respected and celebrated by everyone in our school community. Therefore:

- We do our best to ensure that everyone is treated fairly and with respect. – We make sure the 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 do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers, and through our School Council.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. - We observe good equalities practice in staff recruitment, retention and development.

### **Legislation**

- 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 review our equality policy regularly with our governing body which show how we plan to tackle particular inequalities, and reduce or remove them.
- Similarly in accordance with the Equality Act 2010 we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour 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 the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard in particular for the needs of children and young people who are disadvantaged and vulnerable, and their parents and carers.
- We welcome the emphasis in the Ofsted framework on the importance of narrowing gaps in achievement which affect, amongst others:
  - pupils from certain cultural and ethnic backgrounds
  - pupils who belong to lower-income households
  - pupils who are disabled
  - pupils who have special educational needs

– boys in certain subjects, and girls in certain other subjects

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We keep a record of prejudice-related incidents including the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

The Headteacher is responsible for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The governing body is responsible for ensuring that the school complies with legislation, and that any action plans are implemented.

### **School Improvement Plan Overview 2017/2018**

- Deliver an exciting, broad and balanced curriculum that is creative and dynamic. We will focus on teaching scintillating **Science**, riveting **Religious Education (R.E.)** and mouth-watering **Modern Foreign Languages (MFL)**.
- Raise attainment in Mathematics at Key Stage 2 for all our pupils focusing on mental mathematics, problem solving, communicating and reasoning. We want to raise the profile so that all children have the potential to become masterful Mathematicians.
- Continue to raise standards for children who are entitled to Pupil Premium funding to make all our children world-class **Writers**, remarkable **Readers** and marvellous **Mathematicians**