

**Equality
 Statement
 and
 Plan

 2016**

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Introduction

The Equalities Statement integrates our statutory duties in relation to Race, Disability and Gender and promoting Community Cohesion.

It also addresses the legislation related to the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation) covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. It states our priorities and actions to eliminate discrimination and harassment for these equality areas.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our Commitment

In line with the Equality Act, 2010 we have due regard to our duty

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people from all backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our Vision and Values

Our Vision:

We believe that learning is at its most powerful when everyone respects one another as part of our community.

Children, staff and parents will work together to create a safe and supportive environment where every child can thrive in their work and play.

We will aim high, striving for every child to achieve more than they thought possible.

Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents.

Every day our children will grow in confidence as we celebrate success and support each other to reach new heights.

At Canonbury, children will be happy in themselves and enjoy firm friendships.

Our Values:

- We respect each other for who we are and show this in our actions and words
- We work hard and look for enjoyment in everything that we do
- We are eager to embrace new experiences
- We relish a challenge and see mistakes as essential to learning
- We ask questions and create imaginative answers

- We bounce back when things don't go the way we hoped
- We support each other to succeed and celebrate the achievements of all

Our children will leave Canonbury as confident, resourceful and respectful individuals who are ready to lead a successful life at Secondary school and in the wider world.

Characteristics of the school

Canonbury Primary School is a two-form entry primary school that serves a culturally, ethnically and socio-economically diverse area of Islington, London. The proportion of pupils known to be eligible for free school meals is high. A well-above average number of pupils are from minority ethnic groups and are learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities and the proportion with a statement of special educational needs are below average. The needs relate mainly to specific learning difficulty and speech, language and communication.

The profile of our current pupils is represented in the table below:

Pupil Characteristics

Year Group	No. of Pupils	% Boys / Girls	% Pupil Premium	% Not White British *	% 1st language not English *	% Special Educational Needs	% SEN Support	% Statement	% Education, Health and Care Plan	No. of Looked after Children
Nur	42	52.4 / 47.6	0.0	54.8	28.6	0.0	0.0	0.0	0.0	0
Rec	60	46.7 / 53.3	0.0	61.7	30.0	0.0	0.0	0.0	0.0	0
Y1	60	56.7 / 43.3	43.3	58.3	21.7	11.7	8.3	0.0	3.3	0
Y2	60	43.3 / 56.7	31.7	46.7	13.3	1.7	1.7	0.0	0.0	0
Y3	54	44.4 / 55.6	48.1	64.8	24.1	5.6	5.6	0.0	0.0	0
Y4	53	56.6 / 43.4	35.8	49.1	18.9	11.3	7.5	0.0	3.8	0
Y5	60	50.0 / 50.0	50.0	55.0	28.3	10.0	8.3	0.0	1.7	0
Y6	52	55.8 / 44.2	53.8	59.6	21.2	15.4	15.4	0.0	0.0	0

Statutory Duties

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Canonbury Primary School is committed to meeting its public sector duties. This applies to service delivery and employment as well as policy development and implementation. The Equality Action Plan at the end of this Equality Scheme outlines the actions that Canonbury will take to meet the duties detailed below.

○ **Race General Duty (Race Relations Amendment Act 2000)**

We have a statutory duty to promote race equality with due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Our plan regarding this duty:

We will continue to track progress of different ethnic groups, identify areas for improvement and implement in class actions and interventions to ensure equal opportunity for all pupils to succeed.

○ **Disability General Duty (Disability Discrimination Act 2005)**

We have a statutory duty to carry out our functions with due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities

Our plan regarding this duty:

We plan to implement our SEND policy so that systems for identification of and provision for pupils is timely and effective in including them in all aspects of the curriculum

○ **Gender General Duty (Sex discrimination Act as amended by the Equality Act 2006)**

We have a statutory duty to promote gender equality with due regard to the need to:

- Eliminate unlawful sex discrimination
- Promote equality of opportunity and good relations between women and men, girls and boys

Our plan regarding this duty:

We plan to sustain equality of participation for girls and boys in art, music and sport, and to close the gap between boys and girls in writing, according to our School Improvement Plan objectives

○ **Community Cohesion Duty (Education and Inspections Act 2006)**

We have a statutory duty to promote community cohesion, with due regard to the need to:

- Promoting good relations between pupils from different races, faiths, beliefs and socio-economic backgrounds

Our plan regarding this duty:

We plan to enhance parent involvement strategies so that parents from all racial groups take up periodic opportunities to engage in school life

School Practices

Canonbury Primary School operates equality of opportunity in its day to day practice in the following ways:

- Organise celebrations and special events, for example our International food evening

Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:

- There are opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The curriculum supports all pupils to understand, respect and value difference and diversity. For example, during Black History Month we learn about Black people who have influenced history.
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- pupils are provided with wider opportunities to challenge stereotypes regarding race, gender, disability, sexual orientation and age. For example, through the stimulation of questions during Philosophy for Children and the social and global content in the curriculum; Pensioners Tea Party, links with Margins Homeless Shelter.
- parents, carers and families are involved in children's learning experiences. For example, Parent and Child Curriculum Workshops.
- We promote attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs; for example through our Golden Rules, celebration of 'good manners', Class Charters, which support us in implementing our Vision and Values statements.
- We use images and materials which positively reflect a range of cultures, identities and lifestyles.

Achievement:

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we

- Monitor the attainment and progress of all our pupils by contextual group, comparing this to national data in order to identify where we can improve progress
- Set targets to improve the attainment and progression rates of all pupils and particular groups, where they differ from pupils as a whole both within the school and compared to national data
- identify the particular learning needs of individuals and groups within the school and use targeted interventions to narrow gaps in achievement;
- Identify and address barriers to the engagement and participation of individuals and particular groups in school life by analysing needs and targeting interventions. For example, mentoring by Community Cohesion Leader or specific Teaching Assistant, lunchtime coaching from adult role models within the staff
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Ethos and Culture of the school

- We are aware that those involved in the leadership of the school community are instrumental in demonstrating respect towards all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity and are monitored regularly
- Reasonable adjustments are made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil surveys, pupil voice in monitoring of teaching and learning.
- Conduct that provides a positive role models is celebrated throughout the school to ensure that different groups of pupils feel welcomed and included.

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is reported to the governing body and monitored on equality grounds
- Equal opportunities policy and practice is covered in the Staff Handbook and all staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Challenging Harassment and Bullying

We:

- Challenge all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- Have a clear, agreed procedure for dealing with prejudice related bullying incidents and have a nominated member of staff, Community Cohesion and Behaviour Leader, responsible for recording and monitoring incidents;
- Report to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, e.g. through parent workshops, presentations with opportunities for feedback and questions, so that parents' views are captured and inform practice
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome. For example, all parents are automatic members of the PTA

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions are always based on the school's Behaviour Policy. We closely monitor exclusions to avoid any potential adverse impact and ensure any trends and discrepancies are identified and dealt with.

Roles and Responsibilities

The roles and responsibilities within our school community are as follows:

Our Headteacher and SLT will:

- Implement the school's Equality Policy and action Plan and will be supported by the Governing Body in doing so.
- Ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

Our Governing Body will:

- Set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- Ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- Welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- Ensure that no child is discriminated against whilst in our school on account of their race, sex or disability.

Our staff (teaching and non-teaching) will:

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Our pupils will:

- Treat each other fairly, equally and with respect.
- Challenge any incidents of prejudice, racism or homophobia.

- Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with the Policy.
- Be encouraged to actively support the Policy.

Our parents/carers will:

- Have access to the Policy through a range of different media appropriate to their requirements.
- Be expected to act in accordance with the Policy.
- Be encouraged to actively support the Policy.
- Be encouraged to attend any relevant meetings and activities related to the Policy.

Relevant voluntary or community groups and partner agencies will:

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Support the work of staff in intervening in a positive way against any discriminatory incidents.

Consultation

The development of our Equality Action Plan has involved:

- Feedback from parents' evenings, parent presentations and workshops
- Feedback from Parent Questionnaire regarding the renewed School Vision
- Feedback at Governing Body meetings.
- School Review reports from external consultant
- Input from staff, staff meetings and INSET;
- Feedback from the school council, PSHE lessons, group discussions
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personal Support Plans

The evidence informs objectives that will:

1. Promote equality of opportunity for members of identified groups
2. Eliminate unlawful discrimination, harassment and victimisation, and
3. Foster good relations between different groups in terms of:
 - ethnicity,
 - religion or belief,
 - socio-economic background,

- gender and gender identity,
- disability,
- sexual orientation and
- age

Publication and Review

This Equality Policy fulfils the statutory requirements under the terms of legislation referred to in section four. Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Governors who have agreed and published this policy which sets out our priorities and supports these within the detailed action plan.

The Single Equality Scheme and Action Plan will be kept under regular review for three years and then replaced in September 2014.

Reporting on progress and impact

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

Equalities Plan 2016-18

Objective	How it will be monitored	Persons Responsible	Timeframe	Success measures
To close the achievement gap between disadvantaged and non-disadvantaged pupils	School Improvement Plan. Pupil Progress Reviews. Pupil Interviews.	DHT Standards. Inclusion Leader. Phase Leaders. English/ Maths Leaders.	2017-18 academic year end	Achievement gap narrows each year. Progress gap of middle achievers narrows each year.
To ensure that strategies to involve parents in school learning and life reach all ethnic and socio-economic groups	School Improvement Plan Annual/Termly Planner Parent Survey Attendance data	Headteacher. SLT. Community Cohesion Leader. Phase Leaders. Subject Leaders.	2016-17 academic year end	Attendance at range of events, both social and educational, reflects community groups. Feedback shows impact of events on all groups.
To ensure that all ethnic and socio economic groups meet the Islington target for attendance for all pupils	Attendance action plan. Fortnightly community cohesion meetings with CC Leader.	Community Cohesion Leader. Inclusion Leader. SLT.	2016-17 academic year end	Attendance for all groups meets Islington Target and is above national average. There are no sizable groups whose attendance is less than other groups.