



Equality information and objectives

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1. Aims

Our school aims to meet its obligations under the **Public Sector Equality Duty (PSED)** by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Guiding Principles

Our School Vision

Respect for each other as part of a diverse community is central to our school vision, created by the head teacher and governing body in consultation with parents, carers, children and staff. The vast majority of stakeholders chose 'respect for others' as the attribute they most wanted for their children to develop at Canonbury:

Our Vision

We believe that learning is at its most powerful when everyone respects one another as part of our community. Children, staff, parents and governors 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
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Our Curriculum Promise

The school vision and values are embedded in the curriculum promise, which captures the key personal attributes and characteristics of a learner that will support children, whether or not they share a protected characteristic:

- to respect themselves and others, forming good relationships with friends and peers
- to understand, value and celebrate difference, and so eliminate discrimination
- to access and enjoy a deep and diverse curriculum with a range of enrichment opportunities that broaden the mind

Ready for Secondary school...

Our Curriculum Promise

Self-esteem I like who I am	Confidence I enjoy new experiences and relish a challenge	Resilience I can bounce back when things don't go my way	Managing feelings I recognise how I feel and have ways to manage my emotions	Leader in me I can lead my own life and make a difference for others
Making Friends I can form friendships and know how to be a good friend	Managing relationships I aim to be kind, if I fall out with someone I look for ways to fix it	Health and Well-being I can make choices that keep me healthy in body and mind	Keeping safe I can make safe choices for myself in my life and online	Curiosity I am inspired to ask questions that take my learning further
			Thinking I can make sense of information and make links between ideas	Imagination I can have my own ideas and think up strategies to solve a problem and achieve a goal
			Concentration I can stay focussed on a task, showing determination to succeed and perseverance when things become difficult	Reasoning I can form opinions based on my learning and build an argument for them
			Independence I can organise myself as a learner and stick to timetables and routines	Communication I listen to understand and can express my ideas and feelings

GROW

Personal qualities, identity, social skills



Learn

Characteristics of learning
Curriculum knowledge and skills

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.

Curriculum Subjects I have built substantial knowledge and skills in curriculum subjects	Arts I appreciate and take part in art and music; I can let my imagination take flight	Sports I aim for physical fitness and skill; I show good sportsmanship in competitive games
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Connect

Morals and Values, Spirituality

Respect I show understanding and appreciation for people who are different to me	Courage I know when and how to stand up for the rights of myself and others	Empathy I can put myself in someone else's shoes
Citizenship I reflect on what a good citizen is and strive to be one	Collaboration I can work together with others to achieve something positive for everyone	Wonder I can feel a sense of wonder about life and the world

Reading I read to understand more about myself, others and the world around me	Writing I can write effectively for a range of purposes and audiences	Mathematics I have a command of numbers and can solve calculations and problems for myself
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...and beyond

4. Eliminating discrimination

The school is committed to its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

The school is opposed to all forms of discrimination which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

- prejudices around disability and special educational needs
- racism, including prejudice directed against Travellers, refugees and people seeking asylum
- prejudices against religious groups and communities, for example antisemitism and Islamophobia
- sexism, homophobia, biphobia and transphobia.

Our policies, procedures and provision promote mutual respect and positive attitudes between and towards all individuals and groups in the community.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with, and a Staff Code of Conduct promotes the positive and respectful professional behaviour that we expect at school.

Our approach to promoting positive behaviour among pupils is centred around three rules – be respectful, be safe, be ready to learn – and this is formalized in our behavior policy, with guidance on identifying prejudice-related incidents between children and how to respond to them.

We keep a record of prejudice-related incidents, including the type of incident, seriousness and how the incident was dealt with.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have – for example by ensuring that pupils identifying as non-binary can choose how they are addressed by others and supporting the children in respecting their choice
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities– for example, ensuring that all pupils identified with SEND are provided with the necessary support to take part in school trips

In fulfilling this aspect of the duty, the school will:

- Analyse attainment at key points each academic year showing how pupils with different characteristics are performing, determine strengths and areas for improvement, and implement actions in response
- Review the progress of pupils with teachers every term so that actions are taken to support teaching and learning where needed

- Report performance data annually to the governing body so that it informs school development planning and review
- Make evidence available identifying improvements for specific groups, for example incidents of bullying
- Sharing with staff and governors further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures; in History and Geography, pupils will learn about different cultures now and in the past.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This can include inviting parents into class to share stories, information and artefacts from their culture.
- Encouraging and implementing initiatives that celebrate the diversity within our school community. For example, parents join with us to arrange a tea to celebrate Eid, and an International Food Festival involving the whole community; our school council, house captains, sports and digital leaders have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as after school clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. For example, in our Future Zone school network, we have been taking part in the Connelly Project, an initiative to increase the representation of our diverse backgrounds in the curriculum.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Our Educational Visits Policy includes planning procedures where risk assessments are made of all of the above so that all children can take part in school trips .

8. Equality objectives

Objective 1

Increase the representation of governors from local black and minority ethnic communities over a 4-year period (from September 2020 to September 2024) so that the numbers represent the demographics in the community

Why we have chosen this objective:

Until 2020, our governing body was almost all from white backgrounds

To achieve this objective we plan to:

Emphasise this aim explicitly in our election literature, as well as newsletters and parent communication at the relevant time

Progress we are making towards this objective:

To date (2022.09) we are achieving this objective, with governors from the following ethnic groups:

Black Caribbean: 4

White and Black Caribbean: 1

White and Asian: 1

White Irish: 1

White European: 2

White British: 6

Objective 2

Train all members of staff and governors about unconscious bias. Training evaluation data will show that 100% of those attending have a good understanding.

Why we have chosen this objective: To educate ourselves that prejudice including racism is not always a conscious act and by recognizing and acknowledging circumstances where unconscious bias occurs, we can actively avoid it.

To achieve this objective we plan to: Hold a staff training day and a governor training day in 2020/21 academic year. Agree that it is safe to question ourselves and each other about actions that could involve unconscious and unintended bias so that we can address and resolve them.

Progress we are making towards this objective:

Training took place for staff in September 2020 and governors in March 2021. Governors included a follow-up discussion in the governing body meeting.

Objective 3

Revise the school curriculum to ensure that every year group studies a different culture as part of the Geography or History curriculum

Why we have chosen this objective:

Our curriculum has always included studies of different cultures within our History and Geography topics. As we plan, implement and review our revised curriculum, our aim is to ensure that every

year group includes a substantial study and that there is a broader representation of diverse cultures.

To achieve this objective we plan to:

Work as a staff team in 2021-2023 to review the current provision, identify gaps in the context of our community and beyond, and redraw the curriculum map. We will include learning about a wider range of cultures in the appropriate depth for the children's age. We will look at how cross-curricular learning and enrichment activities can deepen the learning. To support our thinking we will look at exemplary curricula and take part in Connelly Project aimed at increasing diversity in the curriculum, an initiative devised by the Future Zone network of Islington schools

Progress we are making towards this objective:

The curriculum map was redrawn in 2021-2 and implementation has started in September 2022.

Objective 4

For English, revise whole class texts to increase the number of books that are representative of cultures within our community and beyond.

Why we have chosen this objective:

Research has shown that the vast majority of texts in the 'canon' of classic texts are centred around characters who are white. There are increasingly more high quality books that represent diverse cultures and backgrounds so it is time to revise our whole class texts to include them

To achieve this objective we plan to:

Consult with educational organisations such as CLPE to identify a range of representative texts; consult with Darren Chetty, diversity adviser,

9. Monitoring arrangements

The governing body will update the equality information we publish at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by governing body

10. Links with other policies

This document links to the following policies:

- Behaviour Policy
- Anti-bullying policy
- Educational Visits Policy
- Our Curriculum Promise
- Curriculum Subject Intents
- Accessibility plan