

ST AIDAN'S
Voluntary Controlled
PRIMARY SCHOOL

Albany Road
London N4 4RR

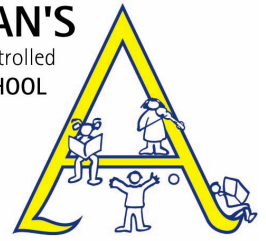
T: 020 8340 2352

F: 020 8341 2320

E: admin@staidansprimaryschool.org.uk

W: www.staidansprimaryschool.org.uk

Headteacher: Anne Etchells



General equality scheme

Introduction

At St Aidan's we are committed to creating an environment which will promote equality of opportunity for all members of our community: pupils, staff, parent/carers, governors and others working in partnership with us.

This general equality scheme moves the focus of the school from individuals to an approach that considers issues of race, disability, gender and age (as well as those of religion and sexuality) from the start at every level of the school: strategic planning, policy making, management and in the classroom. It demonstrates what we plan to do to achieve this and should be read together with related school policies including Safeguarding, Anti-bullying, Inclusion and SEND, Positive behaviour, our Accessibility plan, Anti-racism plan and Induction and transition procedure.

Contents

1	Protected Characteristics	2
2	Responsibilities	2
3	Consultation	2
4	Monitoring and review	2
	Appendix 1: Equality Objectives 2021-2025	4



1 Protected Characteristics

The Public Sector Equality duty covers the following eight protected characteristics, each of which will be taken into account when developing our policies and practice in order to promote good relations and equality of opportunity for all:

- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

2 Responsibilities

2.1 **The Governing Body** is responsible for ensuring compliance with the Public Sector Equality Duty.

2.2 **The Headteacher** is responsible for:

- making sure that steps are taken to address the school's stated equality objectives;
- making sure that equality and access plans are readily available and that school leaders, governors, staff, pupils, parents and carers know about them;
- providing regular information for staff, senior leaders and the governing body about progress against stated equality objectives;
- making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out;
- taking appropriate action in cases of discrimination, harassment and victimisation.

2.3 **All staff** are responsible for:

- eliminating discrimination and other conduct that is prohibited by the Act;
- advancing equality of opportunity for all;
- fostering good relations between those with or without a protected characteristic.

2.4 **Visitors and contractors** are responsible for following this and other relevant policies

3 Consultation

The views of all stakeholders are considered when formulating our Equality Objectives.

- Governors are involved through the Standards, Resources and Care & Communication committees and are involved in the regular review of all related policies.
- Staff are consulted at staff meetings.
- Pupils are consulted via the School Council.
- Parents/carers are consulted through surveys and special meetings.

4 Monitoring and review

4.1 The objectives of this scheme are monitored on a daily basis by the Headteacher, senco and the leadership team.



- 4.2 The progress of the Equality Objectives is reviewed and updated annually by the Care and Communication committee.
- 4.3 The Equality Objectives themselves are reviewed and updated by the Care and Communication committee every 4 years.

Date of document: **MARCH 2022**

Policy ratified: (Signature) (Date)

Review due: **MARCH 2023**



St Aidan's Equality Objectives 2021-2025

Schools have a responsibility to work to improve relations between all pupils and staff whether or not they have a protected characteristic. The following equality objectives have been developed to work towards these aims and responsibilities.

Equality Objective 1

To advance equality of opportunity by continually reviewing pupil achievement and engagement in learning and school life to ensure equality and fairness of access

<u>Outcomes</u>	<u>Measured by</u>
<p>Where school data identifies key groups with protected characteristics (not SEN see below) and/or disadvantage who are not progressing systems are in place to ensure children are supported to achieve</p> <p>Where children are falling behind appropriate time-limited target interventions are put in place.</p>	<p>Progress from key points (Rec to end of KS1, KS1 to KS2)</p> <p>Internal data and pupil progress meetings</p> <p>Other data gathering e.g. intervention results.</p> <p>Book scrutiny, pupil interviews, classroom observations</p>

<u>Activity</u>	<u>Progress milestones</u>
<p>Identify the barriers to learning for identified groups including children of specific groups who are underachieving.</p> <p>Data is shared with all adults working with children Ensure appropriate provision is in place to address barriers to learning for every identified pupil Effective work with external agencies including health to ensure that provision is centered around the child and families effectively to meet their needs. Ensure pupil premium funding is deployed effectively to raise pupils' outcomes.</p>	<p>Data to show good or better progress from key stage to key stage.</p> <p>Clear tracking in data taken in between key stages.</p> <p>Termly SLT meeting to share pupil data, highlight specific pupils, and discuss appropriate intervention.</p> <p>Profile and progress data shared with class teachers, intervention staff and support staff.</p> <p>Provision adapted due to the advice of other professionals and the needs of the children.</p> <p>Pupil progress meetings have focus on key groups.</p>



Equality Objective 2

To ensure that all pupils identified as having special educational needs and disabilities (SEND) make good progress from their starting points.

<u>Outcomes</u>	<u>Measured by</u>
<p>Pupils with SEND make good or better progress from their starting points.</p> <p>Pupils with SEND are effectively catered for in lessons through differentiation and individual focused targets.</p>	<p>Progress attainment termly report</p> <p>Book scrutiny, pupil interviews.</p>

<u>Activity</u>	<u>Progress milestones</u>
<p>Ensure appropriate provision is in place for all pupils with SEND.</p> <p>Work with external agencies to ensure pupils' individual needs are met.</p> <p>Ensure SEND funding is used to support pupils with SEND effectively.</p>	<p>Data shows pupils with SEND are making good progress from their starting points.</p> <p>Links with external agencies are strong and additional support is in place where needed.</p> <p>SEND funding is used to support pupils identified as having SEND and pupils' needs are met.</p>



Equality Objective 3

To ensure that the promotion of equality and diversity is embedded in the curriculum and through our school values.

<u>Outcomes</u>	<u>Measured by</u>
<p>The families and culture of pupils at St. Aidan's is reflected in the school.</p> <p>Diversity and culture is celebrated through whole school assemblies, key weeks and in the classroom.</p> <p>Stereotypical images and opinions are challenged at all levels.</p>	<p>Pupil and family survey shows children feel represented and an intrinsic part of St. Aidan's.</p> <p>Literature, pictures and curriculum constantly reviewed to ensure it is representative</p>

<u>Activity</u>	<u>Programme milestones</u>
<p>PSHE curriculum is used to challenge stereotypes and promote diversity</p> <p>Ensure literature e.g. book corners, library; as well as English teaching reflects communities</p> <p>Curriculum is constantly reviewed to ensure it promotes equality and reflects our communities.</p> <p>Images around the school promote all faiths, race and communities.</p> <p>School has effective Anti-Racism systems in place</p> <p>Regular review of BAME plan by the BAME working party</p>	<p>PSHE Curriculum is effectively taught.</p> <p>Book corners reflect different types of families.</p> <p>Audit of school books/literature.</p> <p>Rolling investment programme in books that represent BAME families, a range of religions, families and disability.</p> <p>Subject leads and SLT regularly review curriculum in line with the national curriculum objectives and other detail e.g. HEP curriculum planning.</p> <p>Regular audit of pictures around the school.</p> <p>Governors to look at developing an anti-racist policy</p>



Equality Objective 4

Continue to monitor incidents of discriminatory language and all forms of bullying.

Outcomes	Measured by
Awareness and reduction in incidents of bullying against pupils with protected characteristics.	Pupil surveys Pupil focus groups
Pupils feel safe in school	

<u>Activity</u>	<u>Progress milestone</u>
<p>PSHE curriculum used to address these directly.</p> <p>Closely monitor any incidents to ensure all incidents of bullying are recorded, including use of homophobic or racist language, bullying targeted at individuals with protected characteristics and any language related to sexual harassment.</p>	<p>PSHE curriculum ensures that pupils have a clear understanding that bullying, racism, sexual harassment ,transgender and homophobic language is not appropriate and understand how to report and challenge it.</p> <p>Monitoring and record keeping ensures that all incidents are recorded and addressed</p> <p>Monitoring shows a continued reduction in the number of incidents.</p> <p>Parent/carer and pupil surveys show that pupils feel safe in school and free from bullying and harassment.</p> <p>All incidents are monitored and addressed and the number of incidents reduces overtime</p>