

'But now are they many members, yet but one body.'

1 Corinthians, 12:20

ST AIDAN'S

Voluntary Controlled
PRIMARY SCHOOL

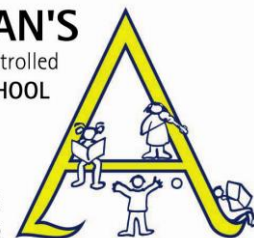
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Equality information and objectives

Introduction

At St Aidan's we are committed to creating an environment which promotes equality of opportunity for all members of our community: pupils, staff, parents/carers, governors and others working in partnership with us. In line with our vision of shared purpose, this policy supports responsible stewardship of resources for the benefit of the whole school community.

We welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. 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 the same.

We publish information every year about our school population. We explain how we have due regard for equality and publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

This document should be read together with other related school policies including *Anti-bullying, Behaviour, Inclusion and SEND, Safeguarding, Equality & accessibility* and our *Anti-racism plan, Induction and transition procedure* and *SEND information report*.

Contents

- 1 Protected Characteristics**
- 2 Our school context**
- 3 Annual equality objectives**
- 4 Responsibilities**
- 5 Consultation**
- 6 Monitoring and review**

Appendix 1: Equality Objectives 2025-2029

1 Protected Characteristics

The Public Sector Equality Duty covers the following nine protected characteristics, each of which is 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
- Marital Status
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

2 Our school context

St Aidan's is a single form entry Primary School situated in Stroud Green, in west Haringey. We are the only Voluntary Controlled Church of England Primary School in the Diocese of London. Normally we have around 210 pupils, 30 staff and 15 governors.

The following data is presented at an aggregate level to ensure that no individual child, member of staff or governor is identifiable.

2.1 Age

a. Pupils

The age range of children at the school is 3 to 11 years.

b. Staff and Governors

The ages range from 18 to over 65.

2.2 Sex

a. Pupils

- Female 45%
- Male 54%

b. Staff

- Female 81%
- Male 19%

c. Governors

- Female 58%
- Male 42%

2.3 Ethnicity

a. Pupils

Most of our pupils live within 0.5 miles of the school and come from around 16 ethnic groups:

- White British, White Irish, other White including Albanian, Greek Cypriot, Turkish, Asian, African, Caribbean, Chinese, Vietnamese, Latin/South/Central American, Other Black, mixed race including White and Asian, White and Black African, White and Black Caribbean, other ethnic groups

More than 21 different languages are spoken:

- Arabic, Balochi, Bengali, Chinese, Welsh/Cymraeg, English, Esan/Ishan, Finnish, French, Greek, Hungarian, Malagasy, Pashto/Pakhto, Portuguese, Romani, Romanian, Russian, Spanish, Swedish, Turkish, Wolof.

b. Staff and governors

Most of our governors live in the wider neighbourhood but many of our staff do not live locally. Ethnic origins are:

- White British, White other (including Italian, Portuguese, Greek Cypriot, Spanish and Turkish), Black Caribbean, Asian and Black African (Ghanaian)

2.4 **Religion**

a. Our pupils, staff and governors come from both faith and non-faith backgrounds.

Faiths include:

- Baptist, Christian, Christian CE, Greek Orthodox, Hindu, Islam, Jewish, Muslim, Roman Catholic, Sikh

2.5 **Disability**

St Aidan's has children with a range of special educational needs and disabilities. Some children have conditions that have a medical diagnosis such as autism spectrum condition (ASC), attention deficit and hyperactivity disorder (ADHD), developmental coordination disorder (DCD), cerebral palsy (CP), visual impairment (VI), hearing impairment (HI) and language disorders. Other children have a range of more specific learning difficulties, including developmental delay, and others have emotional or social difficulties. Many of the above groups of children have a combination of difficulties which interact.

a. Pupils

Currently there are 38 children on the SEN register, 13 with Education Health and Care Plans (EHCPs) and 25 children at SEN support.

b. Staff and Governors

Around 10% have some sort of disability.

2.6 **Sexual orientation**

Families, staff and governors submit this information voluntarily. Some choose to share it and others do not. As we only have partial data available, this has been withheld as it would not provide a full picture of our school community.

2.7 **Gender reassignment**

The school does not collect information on this aspect.

3 Annual equality objectives

When putting together our equality objectives, we look at data collected from our families to identify any gaps or potential issues for pupils in relation to the protected characteristics. This covers:

- Admissions
- Attainment
- Attendance
- Behaviour management
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Representation on school bodies e.g. School Council

3.1 This year we have set the following objectives:

- To monitor engagement in learning and participation in school life to ensure equality and fairness of access.
- To advance equality of opportunity by continually reviewing pupil achievement and progress by race, sex and economic disadvantage (PPG), and act on patterns in the data.
- To ensure that all pupils identified as having special educational needs and disabilities (SEND) make good progress from their starting points.
- To ensure that the promotion of equality and diversity is embedded in the curriculum and through our school values to reflect modern Britain.
- To ensure that the school's procedures for managing behaviour are effective and fair.
- To ensure harassment of any kind is tackled and that we monitor incidents motivated by discrimination.

4 Responsibilities

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

4.2 **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.

4.3 **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.

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

5 Consultation

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

- Governors are routinely involved in the regular review of all school policies.
- Staff are consulted at staff meetings.
- Pupils are consulted via the School Council.
- Parents/carers are consulted through surveys and special meetings.


6 Monitoring and review

6.1 Our Equality Objectives are monitored on a daily basis by the Headteacher, SENCO and the leadership team.



- 6.2 The annual objectives are reviewed and updated by the Care and Communication committee.
- 6.3 The Equality Objectives themselves are reviewed and updated by the Care and Communication committee every 4 years.

Date of policy: JUNE 2025

Policy ratified:  (Signature) 7th July 2025 (Date)

Review due: OCTOBER 2025

St Aidan's Equality Objectives 2025-2029

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>
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	Progress from key points (Reception to end of KS1, KS1 to KS2)
Where children are falling behind appropriate time-limited target interventions are put in place.	Internal data and pupil progress meetings
	Other data gathering e.g. intervention results.
	Book scrutiny, pupil interviews, classroom observations

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

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 the Anti-racism plan by the RAG (Racism Awareness Group).</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 ethnic minorities, a range of religions, families and disabilities.</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 continuing development of an anti-racism plan.</p>

Equality Objective 4

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

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

<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/carers 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>