

ST AIDAN'S

Voluntary Controlled
PRIMARY SCHOOL

Albany Road
London N4 4RR

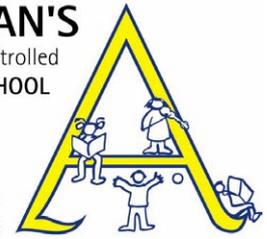
T: 020 8340 2352

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 providing equality of opportunity for all, regardless of race, creed, class, gender, ability or sexual orientation. The ethos of the school is to value all cultures and we aim to promote mutual respect, self-esteem, self-discipline and racial tolerance. We celebrate different cultures and religions.

We are committed to ensuring that:

- every pupil irrespective of race, disability, gender, religion and belief or sexual orientation achieves high standards;
- strategies are in place to support our pupils and tackle under-achievement;
- the school's procedures for disciplining pupils and managing behaviour are effective and fair;
- harassment of any kind is tackled and that we have updated practices and policies in relation to monitoring incidents motivated by discrimination;
- we take positive action and work on any trends or patterns that arise out of monitoring incidents of discrimination;
- monitoring is undertaken by governors and delivered through the School Improvement and Self Evaluation processes.

Our curriculum contains topics on Black History (including slavery and civil rights), Sex and Relationships (including gender differences and respect) and our Enrichment afternoons support children embracing and celebrating diversity across the globe.

This general equality scheme moves the focus of the school from individual children to an approach that considers issues of race, disability and gender (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 have done and what we plan to do to achieve this. It should be read in conjunction with related school policies including *Anti-bullying*, *Inclusion & Special Educational Needs*, *Positive behaviour*, *Race equality*, our *Accessibility plan* and *Induction and transition procedure*.

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1 Our school context

St Aidan's is a single form entry primary school situated in the culturally diverse area of Stroud Green in West Haringey, North London. We are the only Voluntary Controlled Church of England Primary School in the Diocese of London. Normally we have around 240 pupils, 37 staff and 15 governors.

1.1 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.

1.2 GENDER

a. Pupils

The ratio is generally around 50% girls to 50% boys.

b. Staff and governors

- The ratio is generally around 75% female to 25% male.

1.3 ETHNICITY

a. Pupils

Most of our pupils live within 500 meters of the school and come from around 19 ethnic groups:

- White British; White Irish; other White including Albanian, Greek Cypriot, Turkish, Kurdish, Asian, African, Caribbean; Asian; Pakistani; Chinese; Black African; Black Caribbean; mixed race including White & Asian, White & Black African, White & Black Caribbean; other ethnic groups.

The 28 different languages spoken are:

- Acholi, Albanian, Arabic, Bulgarian, Danish, English, Farsi, Flemish, French, Ga, German, Greek, Hebrew, Hungarian, Icelandic, Italian, Japanese, Korean, Kurdish, Lingala, Mandarin, Polish, Portuguese, Russian, Spanish, Swedish, Tamil, Turkish.

b. Staff and governors

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

Ethnic origins are:

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

1.4 RELIGION

Our pupils, staff and governors come from both faith and non-faith backgrounds. Faiths include:

- Anglican, Protestant, Catholic, Greek Orthodox, other Christian, Jewish, Hindu, Muslim.

1.5 DISABILITY

This covers the following groups: Autistic Spectrum Disorder, Speech & Language Difficulty, General Learning Difficulty, Physical Disability, Medical Needs, hearing loss and Visual impairment.

a. Pupils

- Fewer than 10% have some sort of disability

b. Staff and governors

- Roughly 10% have some sort of disability.

1.6 **SEXUAL ORIENTATION**

No data available.

2 The race duty and community cohesion

Our *Race equality policy* details the measures we take to prevent discrimination.

- We scrutinise our pupils' attainments and progress by ethnicity both termly and annually with support from LA professionals. We take steps to redress any imbalances we might find and set challenging targets.
- We monitor the incident book and take steps to minimise those that could be racist and ensure that pupil exclusions are not related to ethnicity.

3 The disability equality duties

Since September 2002 the Governing Body has had three key duties towards disabled pupils, under Part 4 of the Disability Discrimination Act 1995:

- a. Not to treat disabled pupils less favourably for a reason related to their disability.
- b. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- c. To plan to increase access to education for disabled pupils.

3.2 We promote disability equality across all areas of the school: to disabled pupils, staff, parents, carers and other school users. Specifically, we:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination and harassment related to disability;
- promote positive attitudes towards disabled people and encourage participation of disabled people in public life;
- take reasonable steps to meet disabled people's needs, even if this requires more favourable treatment;
- monitor staff and pupils by disability.

(Please also refer to our *Accessibility plan*.)

3.3 Physical Layout

- Following advice from one of our governors who is severely visually impaired we have made adaptations to our school buildings. These include painting the edges of internal and external steps and the handle of the school gates.
- We have introduced a ramp to ensure access to the ground floor site.
- We have surround sound systems in three classrooms. One system is portable and can be moved from class to class, following pupils with hearing impairment as they progress through the school.
- Action for Blind People are helping to support a pupil with a visual impairment.
- We have a quiet room running twice a week at lunchtime to offer a calm place for those who prefer it.

3.4 Training

- All staff had training on Hemiplegia following the admission of a pupil in 2011.
- All support staff had training with the Haringey Autism team in 2013.
- All staff had training on Attachment difficulties in January 2016.
- A number of support staff have gained qualifications in developing speech and language, sensory processing, fine and gross motor skills and physiotherapy.



- Children, staff and parents with disabilities have talked about the nature of their disability with classes.

3.5 How we have involved disabled people in the development of the Scheme

- We have consulted with a group of parents whose children have autism on what adjustments need to be made to ensure that they are not being treated less favourably and inadvertently discriminated against. As a result, the school's procedures for admission and for transition from one year to another have been amended and improved and the timing of LSP reviews have been adjusted.
- The Governing Body and Inclusion Manager have consulted with parents and pupils via surveys, via a suggestion box and through our coffee mornings with parents.
- We have consulted with MIND about the development of our Scheme and adjusted it accordingly.

4 The gender equality duties

We are committed to eliminating discrimination and harassment on grounds of gender and promoting equality of opportunity between women and men, girls and boys.

- We scrutinise girls' and boys' attainments and progress both termly and annually with support from LA professionals and take steps to redress any imbalances.
- We set appropriate and challenging targets for the pupils in each key stage.
- We analyse data on bullying incidents and exclusions in order to identify and address issues related to gender.
- We have a service level agreement with the local authority School personnel team. We ensure that our staff are paid in accordance with their job descriptions; there are no inequalities in terms of gender and pay.
- We routinely review our equipment, books, games and resources to ensure that boys and girls have equal access to all activities and are equally represented.

5 Religion and belief

We promote equality based on religion, belief and non-belief.

- Children have an opportunity to have a sense of shared values through participating in activities from the new programmes of study for Religious Education and Personal, Social and Health Education.
- We have a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through, for example, visits to places of worship such as local churches, synagogue, mosque, Buddhist centre and St Paul's Cathedral.
- Our assemblies, which involve members of the local and wider communities, promote the school's ethos and values and the appreciation and understanding of other cultures and faiths:
 - weekly assemblies led by the priests from the local churches, Holy Trinity and Holy Innocents;
 - Black History assemblies and workshops;
 - cultural assemblies.

6 Sexual Orientation

We promote sexual orientation equality and protect pupils from discrimination and harassment on grounds of sexual orientation.



- We challenge homophobic bullying, language and stereotyping within the school.
- In the event of an incident occurring, letters are sent home and meetings arranged to discuss it in detail with the parents of the children involved.
- We record bullying incidents by type so that we can monitor what is happening more effectively.
- All staff had training in managing homophobic bullying in 2013.

7 Anti-bullying and discriminatory policy Framework

We have set out the measures that we take to address bullying and discriminatory incidents in our *Anti-bullying policy*.

- We submit data regarding bullying and discriminatory incidents to the Children and Young People's Service in Haringey Council.
- We review this data regularly and take action as necessary, including staff training and pupil intervention programmes, as a result of our findings.

8 Employment practices

We adhere to the principles of equal opportunities in the employment, development and treatment of our staff.

- Recruitment & selection procedures are consistent with The Equality Act 2006 of practice in Employment – we adhere to the guidelines for recruitment and selection set out in *Haringey's personnel handbook*.
- Regular training, linked to the School Improvement Plan, is offered to all staff.
- All teaching and support staff have line management. Performance Management meetings occur during school time, at least once a year.
- Staff appraisal includes the monitoring of targets by the Senior Leadership Team through learning walks, assessment of the learning environment, classroom subject observations, scrutiny of pupils books, pupil progress meetings and assessment scores.
- The governing body adheres to Haringey's procedure for grievance, discipline, harassment and discrimination as set out in its *Personnel Handbook*.

9 Equality impact assessments

We test the effectiveness of our current policies and procedures by carrying out Equality Impact Assessments.

- We continue to monitor the impact our *Attendance*, *Anti-bullying* and *Positive behaviour* policies have on our equality duties. These policies will be amended if necessary in order to address any issues identified.

10 Consultation and information sharing

- Pupils are consulted via the School Council.
- Staff are consulted at staff meetings.
- Governors are involved in the development of this scheme through the Standards, Resources and Care & Communication committees and are involved in the regular review of all related policies.
- We share our objectives with parents in our newsletter and have held coffee mornings to discuss the implementation of the Scheme.



- Historically, whilst we have had good feedback from most minority ethnic groups, it has not been as forthcoming from our Turkish parents.
- We try to engage them more effectively by consulting them directly, continuing to arrange pupil progress meetings with a translator and translating text into their home language.

11 Our equality scheme priorities

- We will continue to monitor pupil progress and attainment by gender, race and disability.
- We will make reasonable adjustments to the teaching of certain curriculum areas in order to close the gap in achievement between boys and girls.
- We will ensure through monitoring that 87% of Ethnic Minority Pupils make at least 5 points of progress each year and that the gap in reading between them and their peers at KS2 closes.
- We will make staff aware of the underachievement of EAL and Ethnic Minority pupils where it exists and ensure that they are using support programmes as necessary.
- We will ensure that the curriculum content, books and other teaching and learning resources contribute to an appreciation of cultural diversity and promote positive images of race, disability and gender.
- We will continue to purchase a range of resources and posters that demonstrate a balance of mixed gender and same sex relationships.
- We will continue to follow the multi-faith religious education syllabus. This will include trips to a range of places of worship for the four main world faiths and talks led by leaders of those faiths.
- We will ensure that written materials are appropriately modified for disabled parents/ carers.
- Taking into account the high number of children with autism in the school, we will seek ways of accommodating more low sensory/calm areas.
- We will formalise disability awareness training so that it follows a regular cycle each year, and arrange training for staff and governors on the management of disability harassment, sexual bullying and the use of homophobic language.
- We will keep under review our out-of-school provision in order to ensure that it continues to offer a range of activities that appeal to both boys and girls; that disabled children are able to access it and that take-up reflects the school's ethnic minority groupings.
- We will continue to review our school policies on attendance, anti-bullying and behaviour in relation to gender, race, disability, religion or belief and sexual orientation and analyse data on outcomes in terms of these groups in order to address inequalities and inadvertently discriminatory practices.

12 Contracting and procurement

All contractors will be required to be aware of our equality policy. The governing body will take action against any contractor who is in breach of the policy.

13 Monitoring and review

13.1 The Governing Body accepts its responsibility to promote equality and eliminate discrimination and harassment, as outlined in the Scheme, by meeting with the Inclusion Manager and Headteacher and monitoring the impact of policies. They share their findings with staff, parents, and pupils and arrange targets for action.



13.2 This scheme is reviewed by the Care and Communication committee every four years or earlier if the need arises.

14 Glossary

EAL	English as an Additional Language
EMA	Ethnic Minority Attainment
KS	Key Stage
LA	Local Authority
LSP	Learning Support Plan

Date of document: **APRIL 2016**

Policy ratified: (Signature) (Date)

Review due: **APRIL 2020**