




Equality Information and Objectives

Policy Originator	Haringey LA
Governor Responsible	Governor responsible
Status	Statutory
Last reviewed	Autumn 2022
Ratified on	13.12.2022
Review period	Annually
Signed by Governor	

Aims

It is our aim to create a safe and inclusive school environment where everyone feels safe and can achieve the highest academic standards possible. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or “general duty” requires all public organisations, including schools to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Two “specific duties”

This requires all public organisations, including schools to meet the requirements under the following legislation:

- Publish information to show compliance with the Equality Duty by April 6th 2012.
- Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Links to other Policies and Documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plans, self-evaluation reviews, the school prospectus, school website and newsletters. The Equality Act also applies to schools in their role as employers, and the ways we comply with this are found in our Recruitment and Selection policies.

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link governor will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All teaching and support staff will:

- Promote an inclusive ethos in their classroom
- Challenge prejudice and discrimination, verbally, in behaviour, in writing and in any other form deemed to be hurtful, offensive and/or inappropriate
- Deal fairly and professionally with any discrimination-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the school's diverse communities, for example, in providing materials that provide positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils regardless of race, ethnicity and background.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.
- Be confident up standers and allies, by challenging and calling out inappropriate hurtful behaviour and/or comments.
- Make the Head Teacher aware of any policies, procedures, systems that may result in un/intentional bias, discrimination or reinforce inequalities

Eliminating Discrimination

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. For example our behaviour policy ensures that all children feel safe at school and addresses any prejudicial bullying by having clear procedures for reporting, responding to and monitoring all racist and discrimination based incidents and bullying.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.
- New staff are required to read this policy as part of their induction, and all staff receive refresher training annually.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.
- The school curriculum is regularly monitored by senior leaders and governors to ensure that it meets the needs of all pupils and that it promotes respect for diversity and challenges negative stereotyping.
- Children's progress and attainment is tracked each term to ensure that all children make good progress, and support is required it is put in place.
- Ensuring that all pupils have the opportunity to access extra-curricular provision through reserving spaces for children where a need has been identified.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Something about- EDI discussions are regularly in school team meetings with teaching staff, to share learning, discuss potential missteps and look at good practice?

Behaviour, Exclusions and Attendance

- The school policies on Pupil Discipline & Anti-Bullying and Attendance & Punctuality take full account of the new duties under the Equality Act.
- We make reasonable, appropriate and flexible adjustment for pupils with a disability.
- We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing Discrimination and any Associated Behaviours)

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or beliefs
- Prejudices around gender and sexual orientation

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Provide governors with attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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 acceptance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- 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 includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports 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.
- We will actively challenge any negative views, opinions, attitudes and values that reinforce negative stereotypes.

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
- Is representative and has due regard to differences and diversity of learners

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on the protected characteristics that are relevant to children. We have highlighted these below.

The Protected Characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged groups*
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups**

*In the [conditions of grant for the pupil premium](#), the DfE says that 'disadvantaged pupils' are:

- Pupils in year groups reception to year 11 recorded as 'ever 6 free school meals (FSM)'
- Looked after children (LAC), defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (LA)
- Children who have ceased to be looked after by an LA in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

The Ofsted's school inspection handbook defines "disadvantaged pupils" as those:

- With special educational needs and disabilities (SEND)
- Pupils who meet the criteria for pupil premium funding
- Children in need of help or protection who are receiving statutory local authority support from a social worker

At Campsbourne we use both of these definitions to define disadvantaged children.

- Children in receipt of Free School Meals
- Looked After Children
- Post Looked After Children
- Children with special education need and disabilities (SEND)
- Children in need of help or protection who are receiving statutory local authority support from a social worker

**** There is no set definition for "vulnerable pupils" from the Department for Education. This is because it's a very subjective area, and there are many different reasons why a child could be classed as vulnerable (depending on particular contexts). The Department for Education state that it's up to the head teacher to use their judgement in deciding whether they consider a pupil to be vulnerable. We have used a report provided by the children's commissioner to help us define "vulnerable" children.**

The list includes:

Children who are in receipt of services following assessment even if they do not have a formal status. For instance, those with a CAHMS service but with no formal diagnosis, those receiving prevention services through children's care, or youth justice, all of whom have been assessed by statutory agencies as vulnerable in some manner.

Informal types of vulnerability that may be important to the practice of local agencies such as for example when a child is referred to CAMHS who does not reach the threshold required to access services but where unmet need and vulnerability may still exist.

Equality Information

Number of pupils on roll at the Infant School: 199

Age of pupils: 3 to 7

Infant School
Gender: 47% male, 53% female Pupils eligible for Free School Meals (FSM): 8% Pupils eligible for Pupil Premium Funding – Disadvantaged groups: 3% Pupils with Special Educational Needs (SEN) 15% Pupils with English as an Additional Language (EAL): 41% Young carers: 0% Looked after children: 0%

Number of pupils on roll at the Junior School: 213

Age of pupils: 7 to 11

Junior School
Gender: 48% male, 52% female Pupils eligible for Free School Meals (FSM): 18% Pupils eligible for Pupil Premium Funding – Disadvantaged groups: 12% Pupils with Special Educational Needs (SEN) 27% Pupils with English as an Additional Language (EAL): 29% Young carers: 0% Looked after children: 0%

Race/Ethnicity	Infant School %	Junior School %
Albanian	(0%)	(2%)
Any Other Asian Background	(1%)	(1%)
Any Other Ethnic Group	(4%)	(1%)
Any Other Mixed Background	(3%)	(7%)
Bangladeshi	(1%)	(2%)
Black – Ghanaian	(0%)	(1%)
Black – Congolese	(4%)	(1%)
Black Somalian	(2%)	(3%)
Black Caribbean	(4%)	(2%)
Indian	(1%)	(1%)
Other Black	(2%)	(2%)
Other Black African	(4%)	(3%)
Turkish	(6%)	(6%)
White British	(37%)	(38%)
White Irish	(2%)	(1%)
White and Asian	(4%)	(4%)
White and Black African	(2%)	(1%)
White and Black Caribbean	(4%)	(4%)
White Other	(24%)	(24%)
Information Not obtained	(3%)	(0%)

Equality Objectives

At Campsbourne we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

Our approach to equality is based on 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school and benefits all.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

Objective 1: To narrow the attainment gap for disadvantaged learners so that they attain in line with their peers.

Why we have chosen this objective: We have chosen this objective because analysis of school attainment data shows that a disproportionate number of children from Turkish or Black Caribbean background, or who speak English as an Additional Language or receive Pupil Premium funding are attaining below their peers.

To achieve this objective we plan to:

- Priorities these groups in the School Development Plan and planning of additional provision.
- Develop the curriculum to be more representative of these groups.
- Build closer links with these parent communities.

Progress we are making towards achieving this objective:

To be reviewed in autumn 2022

Objective 2: Recruit staff so children from identified disadvantaged groups have positive role models who they can identify with.

Why we have chosen this objective: We have chosen this objective to ensure that the staffing team reflects the diverse community which we serve and provides all children with positive role models and we are representative of [previously] marginalised groups.

To achieve this objective we plan to:

- Undertake an analysis of recruitment data and trends with regard to race, gender and disability after each recruitment drive and report on this to the governing body.
- To develop our recruitment process to ensure it encourages applicants from across all ethnicities.
- To interview at least one candidate from identified disadvantaged groups.

- To explore the potential barriers affecting applications from diverse groups

Progress we are making towards achieving this objective:

To be reviewed in autumn 2022

Objective 3: To ensure that all children from disadvantaged groups participate in extra-curricular activities.

Why we have chosen this objective: We want all children to participate in and benefit from extra curricula activities which celebrate who they are.

To achieve this objective we plan to:

- Listen to children and parents about the type of extra curricula activities they would like and do our best to provide them.
- Increase access and participation to activities, after school clubs and extracurricular activities which have not or could not be accessed by disadvantaged groups.

Progress we are making towards achieving this objective:

To be reviewed in autumn 2022

We will monitor and evaluate our progress on an ongoing basis to measure impact.

APPENDIX 3 – Guidelines for writing the equalities objective (published in The Key 2019)

What issues and challenges can equality objectives address?

Equality objectives may relate to any of the three aims of the public sector equality duty. They may be linked to challenges already identified in the school improvement plan, might respond to gaps identified through data analysis, or may result from consultation with pupils, staff and parents. Possible challenges include:

- Narrowing gaps in attainment between groups of pupils, for example, girls and boys
- Improving the attendance of pupils from particular groups
- Increasing the participation of particular groups in school activities
- Reducing prejudice-related bullying and the use of derogatory language
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities
- Improving the participation and engagement of different groups of parents and communities

Tips for developing equality objectives

The following actions will help you set priorities, and ensure your objectives are focused on outcomes.

- Interrogate data and other evidence on performance, participation and pupils' experiences. Consider data about disadvantages for groups with particular protected characteristics (such as race, gender, disability and sexual orientation). What does this indicate?
- Consult with pupils, staff and parents. What issues and concerns are being raised?
- Develop a longer list of possible issues that might be addressed through setting equality objectives. The list can be shortened when issues have been discussed and prioritised
- Think about which objectives are most likely to deliver successful outcomes
- Consider how possible objectives can be integrated with school improvement and development plans
- Involve governors in deciding your priorities
- Consider whether proposed objectives are realistic, given possible constraints on resources
- Identify whether your objectives are focused on outcomes rather than processes, systems and procedures

Making equality objectives specific and measurable

It is a statutory requirement that equality objectives are 'specific and measurable'. This is to make sure that objectives are not vague or flimsy statements, but reflect achievable improvements that the school intends to make. Objectives should be clearly focused and demonstrate measurable outcomes. You should include a timeframe to help you measure success or progress towards achieving an objective.

Equality objectives should be clearly relevant to the groups with protected characteristics named in the Equality Act (gender, disability, gender reassignment, pregnancy and maternity, race, religion and belief, and sexual orientation), but may refer also to groups disadvantaged by social and economic factors.

In the left-hand column below are examples of objective statements that aim to address equality priorities. Alongside, the same objectives have been re-worked to become specific and measurable.

Objective statements that are not specific and measurable	SMART objective statements
To train staff on how to respond effectively to prejudice-related bullying	By July 2017, 90% of the staff will feel confident in responding effectively to prejudice-related bullying, as shown by the annual staff survey
To increase the percentage of boys in Key Stage 2 achieving Level 4+ in mathematics	By the end of the 2016-17 school year, the percentage of boys in Key Stage 2 achieving Level 4+ in mathematics will increase from 68% to 73%, and to 80% by the end of 2017-18
To narrow the gap in attendance rates between Roma children and other children in the school	The attendance rates of Roma pupils will improve year on year to meet a target of 90% attendance by the end of 2016-17

How many equality objectives should be set?

The minimum is one. The approach should be proportionate to school size. However, given the wide range of equality issues, most schools are likely to publish more than one objective.

How should equality objectives be published?

So long as the equality objectives are accessible to parents and members of the local community, you can choose their format. You might publish them on the equalities page of your school website. It might also be useful to publish further detail on each objective, for example:

- Reasons why the objective has been chosen, including any consultation and engagement undertaken
- A short description of what is going to be done to achieve each objective

How is progress recorded?

Schools should keep their equality objectives under review. Developing an action plan can help you map actions needed to meet the objective. However, you are not obliged to publish an action plan. It is also good practice to publish information on the progress that is being made towards meeting the equality objectives you have set.

School governors have an important role in checking with school leaders how objectives are being met, as well as considering whether further objectives are necessary.

APPENDIX 4 – Statement for the staff handbook for each school

Our schools are inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Public Sector Equality Duty or “general duty” requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link governor will:

- Meet with the designated member of staff for equality every **term**, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.

APPENDIX 5 – Statement for school websites

Our schools are inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Public Sector Equality Duty or “general duty” requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Our approach to equality is based on 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Equalities Objectives

(please insert your school’s specific objective here)

Please refer to the Equalities Policy for full details of our approach to promoting equality.

Equalities Policy
Accessibility Plan