



Equality Information & Objectives

Policy Originator	Haringey LA
Governor Responsible	Equality Link Governor
Status	Statutory
Last reviewed	Summer 2024
Ratified on	11 July 2024
Review period	Data: 1 year Policy: 4 years
Signed by Governor responsible	Ayca Ince Onkal

Equality Information & Objectives

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1 **The Public Sector Equality Duty (see *Equality Act 2010, DfE Advice for schools, 5.1 - 5.4*)**

The Public Sector Equality Duty (the 'PSED') 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.

This document meets the PSED 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 ('DfE Advice for schools').

2 **Protected characteristics (see *Equality Act 2010, DfE Advice for schools, 1.9 - 1.11; 4.7 - 4.10*)**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment*
- pregnancy or maternity

It is also unlawful to discriminate:

- because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom a pupil is associated;
- or because of a characteristic which you think a person has, even if you are mistaken.

*In view of recent developments in the field of gender identification, the Governors have decided to note the present position within this policy (see below) and will review the policy as soon as the Department for Education responds to the final report of the Cass Review, published in April 2024.

Disability as a protected characteristic in the Equality Act 2010

Disability is given a particular focus in the DfE Advice for schools.

A person has a disability for the purpose of the Equality Act 2010 if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on their ability to do normal daily activities.

A school must not treat a disabled pupil less favourably simply because that pupil is disabled. This would be *direct discrimination*.

A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only, unless they can show that it is done for a legitimate reason and is a proportionate way of achieving that legitimate aim; otherwise, it would be *indirect discrimination*.

A school must not discriminate against a disabled pupil because of something that is a consequence of their disability, unless they can show that it is done for a legitimate reason and is a proportionate way of achieving that legitimate aim; otherwise, it would be *discrimination arising from a disability*.

3 Age (see Equality Act 2010, DfE Advice for schools, 1.15)

Age is a protected characteristic in the Equality Act but this does not apply to pupils in schools. At Campsbourne, we work with parents and carers to make decisions about:

- how children are grouped, and
- how teaching is organised

which are appropriate to their age and stage of development.

4 Gender identity (see Gender Questioning Children: Non-statutory guidance for schools and colleges in England, Draft for consultation, December 2023)

Ahead of the publication of the final report of the Cass Review (*Independent Review of Gender Identity Services for Children and Young People*, April 2024), the Department for Education published a draft consultation (*Gender Questioning Children: Non-statutory guidance for schools and colleges in England*, December 2023). The draft states:

“The Cass Review is clear that social transition is not a neutral act, and that better information is needed about the outcomes for children who undertake degrees of social transition. This means that schools and colleges should take a cautious approach and that decisions should never be taken in haste or without the involvement of parents. Schools and colleges should consider how best to fulfil their safeguarding duties towards the child who is making such a request and their peers, ensuring that any agreed course of action is in all of their best interests. There will be some requests for a type of social transition that will not be compatible with a schools legal duties, schools must abide by this.”

Pending the DfE’s final decision on guidance for schools, the Governors take careful note both of this draft guidance (although it is not yet statutory guidance) and of the findings of the Cass Review. The Governors will review the position and, if necessary, revise this Policy when the final outcome of the DfE’s consultation is known.

5 Reasonable adjustments for disabilities (see *Equality Act 2010, DfE Advice for schools, 4.3*)

Schools must make reasonable adjustments to their practice in order to reduce any disadvantage caused to pupils with a disability. Failure to make a reasonable adjustment cannot be justified; but some adjustments may not be reasonable to make for practical or cost considerations. Such individual adjustment requests are an operational matter and are for the school leadership to decide in accordance with the law and statutory guidance. These will normally be dealt with through the application of the school's SEND Policy.

The Equality Act requires schools to provide auxiliary aids and services to disabled pupils on the basis of reasonable adjustment, with the practical and cost considerations determining whether or not such adjustments are reasonable in each case: again, this is an operational matter.

6 Positive Action (see *Equality Act 2010, DfE Advice for schools, pg 6*)

The Equality Act 2010 allows schools to take steps to reduce disadvantages experienced by pupils with particular protected characteristics. These steps must be a proportionate way of achieving this aim. At Campsbourne, we consider such positive action when setting Equality Objectives within this policy and when setting our SEND Policy.

7 Victimisation and harassment (see *Equality Act 2010, DfE Advice for schools, 1.19 - 1.24; 4.11*)

Under the Equality Act 2010, victimisation and harassment are unlawful behaviour.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Equality Act. The Act ensures that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

At Campsbourne we recognise it is unlawful to treat a child differently because of anything done by their parent or sibling in connection with the Equality Act (for example, if their parent or sibling had made a claim of discrimination using the Act).

The Act and this policy do not govern the relationship between one pupil and another, such as bullying in relation to a protected characteristic, but the Governors are determined to treat any such bullying as seriously as any other forms of bullying. Further detail is contained in the school's Relationships and Behaviour Policy.

A school must not harass a pupil because of something arising from their protected characteristic and it is the duty of the leadership to ensure that practices of behaviour management and adult-to-pupil feedback do not discriminate in this way.

8 The school's Accessibility Plan for disabled pupils (see *Equality Act 2010, DfE Advice for schools, 4.29*)

The Governors maintain and review annually the school's Accessibility Plan which is published with the School Development Plan and which aims to:

- increase the extent to which disabled pupils can participate in the curriculum;

- improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- improve the availability of accessible information to disabled pupils and parents.

9 Principles of the school's approach to equality

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.

This and the following sections set out how we at Campsbourne advance equality and foster good relations according to 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 or 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.

10 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 are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the committees and full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of 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 adaptive 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 upstanders 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

11 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 Relationships and 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 where support is required, it is put in place.

The school ensures that all pupils have the opportunity to access extra-curricular provision through reserving spaces for children where a need has been identified.

The school listens to and monitors views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

12 Behaviour, exclusions and attendance

The school policies on Relationships and Behaviour, Exclusion and Attendance take full account of the 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 over-representation of different groups and take action promptly to address concerns.

13 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. These include:

- 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.

14 Advancing equality of opportunity

In line with the Public Sector Equality Duty, the Governors of Campsbourne Primary School are committed to advancing equality through its policies on:

- Admissions
- Communication
- Data Protection
- Early Years and the Foundation Stage
- How our curriculum is taught and supported
- Ethos and Inclusion (which includes Special Educational Needs and Disability or SEND)
- Extended School Services
- Finance
- Health and Safety
- Relationships and Behaviour Policy
- Safeguarding

Policies under these areas can be found on the school website.

At Campsbourne we respond to our Equality Act duty 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
- 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

Matching our commitment to equality for our pupils, we are committed to equality for our staff in line with the PSED and this is reflected in our reporting on the Gender Pay Gap and in our approach to recruitment.

15 Fostering good relations

The school fosters good relations between those with and without protected characteristics 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.
- Sustaining links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- Actively challenging any negative views, opinions, attitudes and values that reinforce negative stereotypes.

16 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

17 Disadvantage

While pupils with special education need and disabilities (SEND) are protected by the Equality Act and our SEND Policy, at Campsbourne we additionally have regard to social and economic disadvantage defined by the DfE and Ofsted.

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.

Ofsted includes as "disadvantaged" those pupils who:

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

Recognising that these children face systemic disadvantage does not prevent the school from responding to the vulnerability of others who do not meet any of the definitions above.

18 **Equality Objectives (see *Equality Act 2010, DfE Advice for schools, 5.26*)**

The Equality Act places a specific duty on schools to publish specific and measurable equality objectives at least every 4 years. The objectives which Campsbourne has set itself and the actions being taken to achieve them for the current period are detailed below.

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

Analysis of school attainment data shows that a disproportionate number of children who are defined as disadvantaged are attaining below their peers.

We want to ensure that the best possible provision is put in place for children from disadvantaged backgrounds, so they are supported and are able to access the learning, particularly those children who also have additional SEND. By targeting this group of children we intend to improve their rates of progress and reduce the attainment gap.

To achieve this objective we plan to:

- Provide support and professional development for staff in developing whole class provision for disadvantaged children
- Prioritise these groups when monitoring learning and setting performance management targets
- Ensure that pupil premium funding is used effectively for this group of children. This will include support for enrichment activities as well as academic support

To improve attendance of children so that attendance for disadvantaged learners is in line with their peers.

Attendance is a national priority and focus for Campsbourne School. Good attendance is proven to have an impact on raising attainment, improving mental health and is an important protective factor for our most vulnerable children. We want every child to have the best possible chance to achieve their potential in their learning. By being at school every day, children are given an equal chance to achieve in their education and to keep up with their peers.

To achieve this objective we plan to:

- Monitor and track attendance regularly
- Create individualised plans for children with attendance below 90%. These plans must be agreed and supported by class teachers, pastoral team and senior leadership
- Create a greater sense of belonging by working closely with children and their families to address concerns

To review all school policies in line with this Equality and Objectives Policy to ensure that all aspects of school life are free of discrimination.

We want to ensure that all aspects of school life are free from discrimination by reviewing the school's policies against the aims, objectives, values and principles of this policy to ensure all measures are taken to eradicate discrimination and reduce disadvantage.

To achieve this objective we plan to:

- To review all policies as part of our annual cycle against this policy
- To provide governors with specific feedback about the reviews and where changes have been made accordingly

19 Equality data

Data related to disadvantage, to special educational needs and to those pupil characteristics which are protected by the Equality Act appear in an appendix to this policy, updated annually and reviewed by the Governors.

We continually monitor and evaluate our progress toward each of these objectives and we will review this policy every 4 years in accordance with the specific duty of the Equality Act 2010.

20 Monitoring arrangements

The equality information that is to be monitored will be determined by the *Curriculum and Standards Committee* and the *Equality Link governor*.

The Headteacher will update this equality information for publication, at least every year.

The equality objectives in this document will be reviewed by the *Curriculum and Standards Committee* and the *Full Governing Body* at least every 4 years.

APPENDIX: Disadvantage, SEND and protected characteristics

Data from October 2023 census

Infants

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%

Juniors

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%)