

**Atwood Primary Academy**

# **Equalities and Community Cohesion Guidance**



**Date: September 2021**

**Review Date: September 2022**

**(or to meet new legislation and practices)**

Signed By:

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Position:

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Date:

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## Overview

Atwood Primary Academy is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

This policy reflects the Single Equality Act 2010 which corresponds to and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The Single Equality Act 2010 combines the existing three duties into one new Equality Duty that covers all nine of the equality strands: *age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.*

In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

Equality of opportunity underpins all of our policies, practice and decision making, whether these are linked to our pupils, staff, the delivery of the curriculum or the wider community. Our approach to equality is based on the following key principles and demonstrate our commitment to equality, diversity and community cohesion:

- All learners are of equal value
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging for all within the school and local communities
- We observe good equalities practice for our staff
- We have the highest expectations of all our children
- We work to raise standards for all pupils, but especially for the most vulnerable
- We build strong and positive relationships and continue to develop these within the school and in the local and wider community.

## What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- Analysis of exclusion and other data enables the school to track particular groups and address any concerns.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- We are implementing an Accessibility Plan 2021-2022 which is designed to increase the extent to which pupils with a disability can participate in the curriculum; improve the

physical environment and; improve the availability of accessible information to disabled pupils.

- We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation in accordance with the requirements of The Single Equality Act 2010,
- To ensure equality of opportunity, we monitor attainment and achievement through gender, ethnicity, English as an additional language, free school meals and special educational needs. Where these issues are identified, they are recorded within our school improvement plan.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all and awareness and tolerance towards others.
- Our PSHE curriculum is used to address equality, alongside assembly time, the wider curriculum and through specific events which celebrate and promote community cohesion and diversity.
- Regular assessment and progress meetings aim to ensure that all children have equality of opportunity and that potential barriers to learning and participation are removed.
- The head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.

## **Addressing Prejudice and Prejudice Based Bullying**

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 belief for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

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

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

## Engagement and Ethos

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we provide a means for young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Community links have also been created in the following ways:

- supporting local shops and charities
- working in close partnership with cluster/local schools
- offering breakfast and after school clubs
- hosting activities for children/families from the school community
- fundraising for local/global charities
- offering work experience placements to students from the local area and to trainee teachers from the wider community in Britain.
- establishing a School Council
- reviewing relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meetings
- securing and analysing responses from staff surveys, staff meetings and training events
- reviewing feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- analysing issues raised in Annual Reviews or reviews of progress on Individual Support Plans/Personalised Provision Maps, mentoring and support;
- ensuring that we secure responses and feedback at Governing Board meetings and from the Governing Board's working groups.

## Publishing Equality Objectives

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. Our data identifies trends and patterns for different groups of pupils with protected characteristics.

## Monitoring and Reviewing Objectives

We review and update our equality objectives every four years (2018-2022) and report annually to the Governing Board on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website by means of this Policy.

## **Roles and Responsibilities**

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

## **Governing Board**

The Governing Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Governing Board has a watching brief regarding the implementation of this policy.

Every Governing Board committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Guidance and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

## **Head Teacher and Leadership Team**

The head teacher is responsible for implementing the policy; making sure its procedures are followed; for ensuring that all staff and governors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of harassment or unlawful discrimination.

## **Teaching and Support Staff**

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 and training relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act during staff induction processes.

## **Pupils**

All pupils are responsible for:

- Keeping equality and diversity issues on the School Council agenda
- Have shared input alongside staff on developing policies relating to this area, this may include, for example, the anti-bullying policy.

### **Monitoring and Reviewing the guidance**

This policy will be reviewed in line government legislation. Our review involves pupils, staff, governors and parents and carers.

### **Disseminating the guidance**

This Equality Guidance along with the Equality Objectives and data is available:

- on the school website
- as paper copies in the school office
- in the staff handbook
- as part of induction for new staff

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

### **Relevant Policies**

- Anti-bullying policy
- Accessibility Plan
- Admissions Policy
- Attendance and Punctuality Policy
- School Development Plan
- Exclusion Policy
- SEND and Inclusion Policy

## Part I:

### Information about Atwood's Pupil Population

The Equality Act 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.

#### **Disability**

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'.

#### **Equality Information**

Number of pupils on roll at the school: 476 (incl Nursery)

Age of pupils: 3 to 11

#### **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 or Disabilities (SEND)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk\*.

<b>Race/Ethnicity</b>	<b>%</b>
Any other Asian background	2.43
Any other Black background	1.33
Any other ethnic group	
Any other mixed background	5.75
Any other White background	1.33
Bangladeshi	0.66
Black - African	3.1
Black Caribbean	1.77
Chinese	1.77
Indian	6.19
Pakistani	3.1
Refused	2.65
White - British	59.96

White - Irish	0.22
White and Asian	5.9
White and Black African	0.88
White and Black Caribbean	2.88

**Gender:** 50.33% male, 49.67% female

**Pupils eligible for Free School Meals (FSM):** 6.0%

**Pupils eligible for Pupil Premium Funding – Disadvantage group:** 2.65%

**Pupils with Special Educational Needs (SEND)** 8.85%

**Pupils with English as an Additional Language (EAL):** 10.84%

**Young carers:** 0%\*

**Looked after children:** 0.44%

**Adopted from Care:** 1.99%

## **Part 2:**

### **What are Atwood’s Main Equality Challenges?**

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns. For some of the issues, we have also set and published **equality objectives**. Details of these are highlighted at the end of this document.

Ensuring the whole school community, including staff, children, parents, governors and volunteers understand the requirements of the Equalities Act 2010, and the associated ‘protected characteristics’ and how the school is required and does make a range of ‘reasonable adjustments’ in order to remove inequalities.

Tackling prejudice and promoting mutual understanding through a vibrant and meaningful curriculum, including through our work in PHSCE, RSE and Fundamental British Values.

The achievement of the following groups of pupils: disadvantaged pupils from low income families, pupils with SEND, boys’ achievement in writing.

## **Part 3:**

### **Atwood’s Equality Objectives**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Atwood’s equality objectives are based on our analysis of data and other information. Atwood’s equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.



Senior leaders alongside the Governing Board will review the progress Atwood is making to meet our equality objectives.

**Equality Objective 1.** *To improve the knowledge of staff and governors regarding Equality and Diversity*

**Progress we are making on this objective:**

- The Inclusion Manager has taken a lead on SEND provision, Atwood's Accessibility Plan, and the Equalities Policy; she has disseminated key information including our equalities objectives to major stakeholders
- Staff have received on-going and regular training on the SEND Code of Practice and its implications for class teaching
- Atwood's work around the Rights Respecting status has improved awareness and knowledge of equality, through the curriculum, teaching, assemblies and discussion
- We hold regular staff meetings to train staff on the teaching of tolerance, respect and awareness of equality issues. Each half term we focus a particular aspect of the Fundamental British Values which of course, link very well to the Equality agenda
- We monitor the teaching of British Values and social, moral, spiritual and cultural aspects of our curriculum
- We hold regular assemblies to promote mutual understanding and respect for each other
- We ensure that the focus for Anti- Bullying Week includes themes such as anti-homophobia and understanding children with SEN and disabilities
- We actively support Black history month; we listen to a wide selection of music from around the world in school assemblies, as incidental music and played on Lion Radio
- We actively challenge derogatory and homophobic language

**Equality Objective 2.** *To tackle prejudice and promote mutual understanding through the curriculum and through our work on the Rights Respecting schools ethos.*

**Progress we are making on this objective:**

- Our Rights Respecting status has improved awareness and knowledge of equality, through training and information sessions, teaching, curriculum design (the Atwood Curriculum) and through assemblies and through the 'hidden curriculum'
- We take account of the Articles of the Children's Convention on the Rights of the Child in major policy decisions
- We have a robust system of monitoring and reporting incidents of bullying related to SEND, racism and homophobia which is analysed on a termly basis and reported to the Governing Board. If issues arise, these are highlighted for staff who may incorporate teaching activities in order to consider such issues
- We monitor the teaching of British Values and SMSC through the taught curriculum and beyond
- We hold regular assemblies to promote mutual understanding and respect for each other
- We are moving towards the Bronze Award for RRSa during the next academic year

**Equality Objective 3.** *To accelerate the progress of the disadvantaged pupils in order to close the gap between them and non-disadvantaged pupils nationally. Large majority (65-79%) make progress in line with non-disadvantaged pupils.*

**Progress we are making on this objective:**

This Objective will be evaluated via in-school assessment information and when the national performance tables are released once more, post COVID.

**Equality Objective 4.** *To accelerate the progress of the SEND pupils in order to close the gap between them and non-SEND pupils nationally, ensuring the progress that Atwood SEND pupils make is at least in line with Croydon and national progress for SEND.*

**Progress we are making on this objective:**

This Objective will be evaluated via in-school assessment information and when the national performance tables are released once more, post COVID.

**Equality Objective 5.** *To improve writing outcomes for all children with a particular focus on boys and increasing the proportion of all pupils working at greater depth.*

**Progress we are making on this objective:**

This Objective will be evaluated three times per year, as part of in-school assessment cycles.