

EQUALITY INFORMATION REVIEWED JANUARY 2022

	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not?	Additional information regarding engagement in general duty
Race	<ul style="list-style-type: none"> • Low number of racial incidents • Data on admission gathered by the Senior Leadership Team • Termly reports to Governing body • Photographs, displays, planning and theme week booklets • Staff representative of local communities • Inclusion Quality Mark Flagship achieved • RE curriculum – promoting tolerance • Training school trainees are representative of the local community • Analysis of records of racial incidents with actions and evaluations 	<ul style="list-style-type: none"> • Celebrations • Role model assemblies • School policies • The first stage of the training school application process ensures that all applicants are equal regardless of their ethnicity • Parent support Advisor: good links with parents • Staff translators are available on site for parents speaking Turkish, Greek, Spanish and Bulgarian. • Language Line used for other languages 	<ul style="list-style-type: none"> • Curriculum, values and ethos • Challenging stereotypes • ESOL courses available for learners whose first language is not English. • Black History Month • Holocaust Memorial Assembly • Assemblies and festivals • Visitors invited to school • Book week focus - Brilliant Black authors • Founder of Enfield Black Lives Matter spoke to Year 6 • Curriculum development – ensuring representation within the school curriculum • Governor and SLT attendance at Unconscious Bias training
Disability	<ul style="list-style-type: none"> • Serious bullying and behaviour records are evidence that has been minimal reference to disability in the time that these have been in operation. • Parent questionnaire returns demonstrate that majority of parents feel their disability is catered for. • Videos and achievements of children with disabilities 	<ul style="list-style-type: none"> • Risk assessments carried with jointly with parents ensure that children access both the school and extended curriculums where attendance is in the best interests of the child • Schools Direct interview process includes measure to cater for disability • Policies • Class groupings and environment promote inclusion and elimination of barriers to inclusion 	<ul style="list-style-type: none"> • Curriculum, values and ethos • SEND Coffee Mornings continued during pandemic • Parents support services promoted and supported • SEND Working Party continued • 100% take up off coproduced Learning Support Plans, Personal Educational Plans, Pastoral Support Plans and Healthcare plan/ reviews

	<ul style="list-style-type: none"> • Parents with disabilities access school shows, events with some adjustments on request. • School policies • Flagship IQM award • Adaptions to building • Staff training 2021 included Developmental Language Disorder and Autism focus • Sandwell wellbeing mental health charter achieved 2020 • INSET day Jan 2022 – whole school training on Emotional regulation and SEND • Trained Emotional Literacy Support Assistants • Staff have access to Education Support Partnership Helpline 	<ul style="list-style-type: none"> • SEND parents group continued virtually through pandemic • SEND parents group returning autumn term 2021 face to face • School publicises parent workshops (fops and parent consultations with Enfield Advisory service for autism • Analysis of extended school clubs access for protected groups • Some staff have BSL qualifications 	<ul style="list-style-type: none"> • Support for residential and trips • Nurture group • Letters offer modified arrangements for parents to attend events • School staff attend residential trips to enable children with disabilities to attend. • Children with additional needs are referred to the appropriate services to ensure that they achieve their potential • Healthcare plans enable children with medical needs to access the full and wider curriculum • SEND working party – parents and staff together evaluating and planning provision. • Links with outreach services, West Lea, Russet House and Oak tree special schools. • Nurture group provision kept under review with external professional advice • Reasonable adjustment meetings are held for trainees and adaptations to training are made (eg audio copies and prior distribution of slides) • Declarations made on Health Questionnaires are confidentially discussed and actions plans put in place. Initial needs are identified • Links to staff wellbeing (training school newsletter)
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Gender	<ul style="list-style-type: none"> • School staff are representative of genders. • Celebrations and assemblies by all • Events: Fun on the field/Yoga (due to be re-established post pandemic) • Staff feedback positive re good relationships between staff (Sandwell Charter Mark undertaken) • Gender neutral pupil and staff toilets are available • School uniform does not specify girls and boys uniform 	<ul style="list-style-type: none"> • Equal access to CPD training for all • Equal access to choir, dance clubs, Voice in a million, sports clubs, gymnastics and other extra-curricular events 	<ul style="list-style-type: none"> • Curriculum, values and ethos • There are social events for both staff and parents that are aimed at the whole school community • Dads, mums, grandparents and significant others attend school events (risk assessments permitting) • Equal access to all genders • Enhanced curriculum via focus weeks and events challenge any gender stereotypes that exist
Gender Reassignment	<ul style="list-style-type: none"> • Admissions policy in line with borough • Recruitment in line with borough • Equality policy 	<ul style="list-style-type: none"> • Celebrating difference • Disabled toilet, hall toilets and staff room toilets not gender assigned. 	<ul style="list-style-type: none"> • Individual approach taken
Pregnancy and Maternity	<ul style="list-style-type: none"> • Policy in line with borough • Staff arrangements individually assessed to their circumstances • Risk assessments and reasonable adjustments are made and regularly updated 	<ul style="list-style-type: none"> • There are risk assessments undertaken to ensure staff feel their needs are met • Staff often return to flexible working arrangements • Paternity leave 	<ul style="list-style-type: none"> • Staff clarity provided regarding options available • The above has included staff working from home virtually where role allows • School fully compliant with arrangements to support staff to access entitlements e.g. attendance hospital appointments/antenatal appointments etc. • Risk assessments are flexible and school implements any actions • <i>Keep In Touch</i> days facilitate successful return to work after maternity or extended paternity leave

			<ul style="list-style-type: none"> Responded to changing guidance and advice during Covid
Age	<ul style="list-style-type: none"> Phased retirement is an option for staff who may wish to adjust working patterns prior to retirement Flexible working requests are considered Staff representative of range of age and experience Employment and recruitment practice in line with borough 	<ul style="list-style-type: none"> There is no bias in Continuous Professional Development offered Employment and recruitment process in line with procedures 	<ul style="list-style-type: none"> Curriculum, values and ethos There is no bias of age and experience in school and social events There is no bias of age and experience within curriculum/year group teams Responded to national and local guidance during pandemic
Religion and Belief	<ul style="list-style-type: none"> Historical records of bullying incidents relating to belief or religion Admission arrangements in line with borough School curriculum ethos and environment IQM Flagship annual reaccreditation RE curriculum – promoting understanding Training school trainees are representative of the local religions Staff awareness and updates at briefings regarding Female Genital Mutilation etc. Key times of year understood to safeguard girls. 	<ul style="list-style-type: none"> The first stage of the training school application process was adapted to ensure that all applicants are equal regardless of their religion Facilitating prayer to take place in school Religious holidays are sanctioned in line with policy Adaption to uniform policy Our menu is adapted in line with our community and parents supply dietary needs directly to school via School Grid and catering staff can discretely check this whilst serving Parental requests are discussed with the headteacher 	<ul style="list-style-type: none"> Curriculum, values and ethos Challenging stereotypes Trips to places of worship Celebrations from different religions Children feel confident to share their own experiences of religion
Sexual Orientation	<ul style="list-style-type: none"> School ethos promotes respect and tolerance Recruitment in line with borough Learning mentor, Child Welfare Team and other key staff have training to support children questioning their gender and sexuality and their parents 	<ul style="list-style-type: none"> Reviews of practice Curriculum provides opportunities to discuss different families and the relationships in them. Children are taught that all relationships have equal value and should be treated equally. 	<ul style="list-style-type: none"> Curriculum, values and ethos Learning Mentor support

