Grafton Primary School

Equality Information and Objectives

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2023-2026

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Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need 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.

At **Grafton School we:**

- Ensure that everyone is treated fairly and respectfully
- Ensure that our school is a safe and secure place for everyone
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- Ensure sure that no-one experiences less favourable treatment or discrimination because of:
  - Age (employees/parents/carers/contractors)
  - Disability
  - Gender, reassignment
  - Marriage and civil partnership - (Employees/parents/carers/contractors)
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation.

- Recognise that some pupils need extra support to help them to achieve and be successful
- Ensure that people from different groups are consulted and are involved in our decisions; especially pupils, parents and those of us who can be treated less favourably

We welcome our duties to:
Promote community cohesion (under the Education and Inspections Act 2006)
We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

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Part 1: Information about the pupil population 2023-2024
Number of pupils on roll at the school: **433**

Information on pupils by protected characteristics
The Equality Act protects everyone against unfair treatment and discrimination.

Disability

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

Number of pupils with disabilities or special educational needs **= 150**
These include:

- ASC (Autistic Spectrum Condition)
- Attention Deficit Disorder (ADHD)
- Downs Syndrome
- Anaphylaxis
- Epilepsy
- Visual and Hearing Impairments
- Dyslexia
- Dyscalculia
- Speech and Language impairment
- Emotional and behavioural needs
- Global Development Delay

Pupils with Special Educational Needs (SEN)		
	Number of pupils	**Percentage (%) of school population**
Number of children on the SEN Register	150	35%
Education and Health Care Plan EHCP	12	2.8%

Ethnicity

Islington 2010 categories				
Main Categories	***Micro Categories***	***Boys***	***Girls***	***TOTAL***

White British	English Scottish Welsh Cornish			63
White Other	Gypsy / Roma			
	Irish			2
	Albanian			8
	Serbian/Yugoslavian			
	Traveller of Irish heritage			
	White Eastern European			6
	White European			25
	White Western European Other White			7
Turkish	Turkish Turkish Cypriot			28
Kurdish	Kurdish			7
Bangladeshi	Bangladeshi			12
Other Asian & Chinese	African Asian			
	Indian			3
	Kashmiri Nepali			
	Pakistani: Mirpuri			4
	Sri Lankan Sinhalese Sri Lankan Tamil			
	Chinese			5
	Hong Kong Chinese			
	Malaysian Chinese			2
Black Caribbean	Black Caribbean			15
Somali	Somali			68
Other Black African	Ghanaian			7
	Nigerian			4
	Sierra Leonian			1
	Sudanese			
	Other Black African			27
Black Other	Black European			6
	Black North American			
	Black Other			7
White & Black Caribbean	White & Black Caribbean			20
Mixed Ethnicity	White & Black African			10
	White & Asian			11
	White & Chinese			2
	White & Other			12
	Asian & Chinese			
	Asian & Black			
	Asian & Other			4

	Black and Chinese			1
	Black & Other			5
	Chinese & Other			5
Other	Other			18
	Arab Other Egyptian Filipino Greek Iranian Iraqi Japanese Korean Latin/South/Central America Lebanese Malay Moroccan Polynesian Thai Vietnamese Yemini Any Other Ethnic Group			2 2 2 8 1 2 1 2 1 16
Unknown	Unknown Refused to Say			

Pupils with English as an additional Language (EAL)	**Boys**	**Girls**	**Total**	**Percentage of school population**
Number of pupils who speak English as an additional language	151	140	291	56.5%
Number of pupils who are at an early stage of English language acquisition	44	37	81	16%

Information on other groups of pupils

In addition to pupils with protected characteristics, we wish to provide further information on 'Those whose needs, dispositions, aptitudes or circumstances require additional support.'

Pupils from low-income households

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	93	91	184	42.6%
Number of pupils on roll who have been eligible for free school meals in the last six years Pupil Premium	93	94	187	43.3%

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues and that we are committed to working for the equality of all our pupils.
To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimization and other conduct towards pupils with protected characteristics prohibited by the Act **Grafton School ensures that:**

- Our governing body is aware of the Equality Act 2010
- We have effective data analysis and record-keeping that is linked to 'Protected Characteristics' (See Incident Book which can be found in the Head Teacher's office
- We ensure that pupils who do not observe 'The Golden Rules" will be spoken to by their class teacher and then the Head Teacher if the pupils continue to misbehave, parents will be contacted to discuss any unacceptable behaviour.
- Positive learning environment with images of people from a range of groups
- We have other related policies, such as: a Positive Behaviour Policy, SRE, PHSCE, EMAS Policy, Health and Safety Policy and we have a Safeguarding and Child Protection Policy
- We have a comprehensive SEN and Inclusion policy that outlines the provision for children with special educational needs
- We observe and implement the principles of equal opportunities and non-discrimination in our employment practices. (See Safer Recruitment section of The Safeguarding Policy)
- We have procedures for addressing staff discipline, conduct and grievances and we keep an accurate record of the protected characteristics of our pupils and employees that are relevant to us
- Our awareness of the need for the school to have due regard for same sex families, as well as families of all different structures.
- Training for staff on how to tackle all forms of bullying, including bullying relating to any of the protected characteristics.

Disability
Summary information:

Grafton School ensures that the teaching of disability permeates our inclusive curriculum.

We are committed to working for the equality of people with and without disabilities.

Grafton pupils, staff and community wholeheartedly embrace difference and we ensure that people who live with disability are represented in the school through the curriculum, literature, positive images, through display, drama work -shops and through assemblies.
We invite guest speakers into school (Paralympians) and we have invited dancers in wheelchairs to host assemblies and to speak to the children. This raises awareness and helps to raise the profile of disability.
Pupils visit special schools, for example 'The Bridge School' and we have links with local care homes for older people, for example St. Anne's Residential Care Home and Lennox House.

To meet our duties under the Equality Act 2010 we show advance equality of opportunity by:

- Early identification of need through regular consultation with parents and staff
- Consistent and high quality training for all members of staff from partnership specialists; this training is subsequently reinforced and learning is monitored
- Our members of staff meeting with parents and specialists to ensure that appropriate artefacts/resources, teaching methods and techniques are implemented in order to meet the needs of the children
- Having an appropriately differentiated curriculum so that all children are included. There is regular and continuous monitoring and adjustment of the school environment to ensure that the curriculum is accessible to all
- Ensuring that all pupils, including pupils with disabilities, have a voice and are provided with formal and informal opportunities to express their feelings and opinions about their learning and their school
- Involving disabled learners, their families and disabled staff in the changes and improvements that we make and consult with them on any issues that may be affecting them

In this way we are continually increasing and improving the extent to which disabled learners can participate in the curriculum and in school life.

We are fostering good relations and community cohesion by:

- Providing an inclusive curriculum that has positive images and literature about people with disabilities
- Having a curriculum that celebrates difference and diversity and this is incorporated into PHSE, Sex Education, Citizenship, Philosophy and local history
- Ensuring that our policies, for example, Positive Behaviour Policy, promote tolerance and tackle prejudice
- Ensuring that, as well as curriculum based activities, for example: Philosophy, circle time, literacy and history; the school also provides enrichment activities, for example visitors to the school, Paralympic dancers and an Olympic Runner.
- Celebrating Disability Awareness Week and having regular School council meetings which tackle any pertinent issues that the children may wish to discuss.
- Visits to special schools for example 'The Bridge School'
- Training for teaching staff 'Equaliteach' on how to respond to disability related bullying Delivered in 2015 and 2019
- Visits to residential homes for older people some of whom have disabilities. For example St. Annes

Race and Ethnicity (including EAL learners)
Summary information:
Grafton School aims to offer full equality of opportunity to all members of the school community and we ensure that everyone is treated fairly and with respect. We adopt positive attitudes towards our

pupils' language and ethnic backgrounds in a welcoming and inclusive environment where all members of the school feel safe and valued.

To meet our duties under the Equality Act 2010 we show we have due regard by advancing equality of opportunity through:

- Monitoring the attainment and progress of all our pupils by ethnicity and in so doing we ensure that gaps in attainment between different groups are reduced
- Setting targets to improve the attainment and progression rates of particular groups of pupils and their parents/carers should trends occur
- Booster and catch up literacy/numeracy classes for those children that would benefit
- Homework Classes
- Rigorous data analysis: Should data analysis reveal a difference in parental involvement amongst particular groups of parents, we develop initiatives to tackle the motivation and engagement of particular groups; for example: Visits to Cambridge University to encourage parents to aim high, Bring a Parent to school Day, ESOL classes, Parenting classes, Literacy Classes for parents, Strengthening families courses/Parenting classes, maths classes for parents, Turkish GCSE classes, Computer classes for parents, Art classes for parents, Pop up literacy classes for families

We foster good relations and community cohesion by:

- Developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- Providing all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- Ensuring that the curriculum challenges racism and stereotypes
- Ensuring the curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain
- Taking part in in events such as Black History Month and Refugee week
- Having regular, carefully planned Assemblies for example assemblies supporting Nelson Mandela Foundation/Water aid/NSPCC
- Celebrating religious festivals
- Organising Community Events/Fair_ We are part of The Nags Head Forum which organises events that bring the community together for example the Christmas Extravaganza and the flower market.
- Having bilingual community workers/using translators
- Linking with retirement and care homes
- Providing parent classes for all groups
- Monitoring the More Able and talented
- Ensuring equal voice for children e.g. School Council and pupil questionnaires, philosophy, circle time, debating sessions
- Distributing and analysing parent questionnaires
- Celebrating languages/Language of the Month
- World Day (Culture and Diversity day of celebration. Parents and school and local community coming together to enjoy cultures from around the world.

Community Events

- Macmillan Coffee Morning
- Reading/maths/parent events
- Black History Month
- Harvest Supper
- Autumn/Winter Ball
- Nags Head/Holloway Christmas Extravaganza
- Winter Fair
- Islington Mayor's Parade
- Disability Week
- Bring a Parent to School Day
- STEM events
- International Women's Day (March)
- Refugee week (June)
- World Day (June/July)
- Summer Fair

Gender

Summary information:

We are committed to working for the equality of all pupils. To meet our duties under the Equality Act 2010 we **advance equality of opportunity by:**

- Regularly monitoring and tracking data, both qualitative and quantitative to ensure that all students are achieving in all areas of the curriculum
- Setting targets to improve the attainment and rates of progress of all pupils regardless of gender.
- All parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress. Where monitoring highlights a gender imbalance in a particular area, strategies are put in place to address the imbalance. For example; We identified a difference between mothers and fathers present in school and addressed this imbalance by organising a 'Bring a Parent/Carer to School Day'
- All pupils are consulted on issues that might affect their underachievement or wellbeing through the School Council, pupil questionnaires and focus groups
- Ensuring that pupils have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment
- Ensuring that all parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress

We are fostering good relations and community cohesion by:

- Encouraging pupils to develop an understanding of people of different genders in society and challenge sexism and negative stereotypes
- Ensuring the inclusion of positive, non-stereotypical images of all people across the curriculum
- Purchasing books and monitoring book corners to ensure books represent a diverse range of protagonists who challenge gender stereotypes as well as encouraging students of all sexes to explore different genres, stories and authors.
- Our sports teams and after school clubs are open to **all** students.
- Ensuring that we respond to any sexist bullying or sexual harassment in line with the positive behaviour policy.
- We acknowledge 'International Women's Day', inspirational speakers, films and stories are told in assemblies and in lessons.

Religion and belief
Summary information:
We are committed to working for the equality of people based on their religion, belief and non-belief.

To meet our duties under the Equality Act 2010 we show we have due to regard to the need to advance equality of opportunity by:

- Ensuring that our RE curriculum supports pupils to build their sense of identity and sense of belonging to a multi- faith school and society , by studying other religions and belief systems. We learn about cultural and religious diversity through the learning environment, displays, assemblies, stories, R.E Curriculum, Youth groups Dance/Singing groups and by celebrating religious festivals for example Divali and Eid.
- Invite a range of Religious leaders into school Priests, Imam, Rabbi for example to speak to and teach the children about world religions.
- Regular visiting places of worship (Highgate Synagogue and Regents Park Mosque for example).

In this way we encourage the children of Grafton to respect difference and to explore commonalities.

We are fostering good relations and community cohesion by:

- Building on children's own cultural backgrounds to develop an understanding of themselves and each other
- Our curriculum in general, and specifically through the teaching of RE and PSHCE, is supporting pupils to be accepting of one another's lifestyles, shared values and beliefs.
- Our school values and ethos, along with the RE curriculum enable pupils to develop an understanding and respect for others; it also helps to challenge prejudice and discrimination.
- Having special assemblies to mark the main religious festivals ie. Christmas, Diwali, Eid, Yom Kippur.
- Tackling any form of bullying based on religious discrimination and we tackle prejudices relating to racism and xenophobia, including those directed at particular religious groups and communities
- Valuing and respecting pupils and parents of different faith groups within our school

Sexual Orientation and Gender Identity

Summary information:

We are committed to working for the equality of people based on their sexual orientation and gender identity.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to advance equality of opportunity by:

- Encouraging all parents and carers to be involved in the work of the school and contribute to their children's learning and progress.
- Providing pupils who are questioning their sexual orientation and gender identity with a safe and inclusive environment and follow up support and counselling where necessary.
- Providing parents and carers of pupils who are questioning their sexual orientation and gender identity with counselling by the school where necessary.
- Ensuring the school environment is trans- inclusive, for example, gender neutral washing and toilet facilities are available.

We are fostering good relations and community cohesion by:

- Encouraging pupils to develop an understanding of people of different sexual orientations and gender identities in society and challenging homophobia, biphobia and transphobia and negative stereotypes
- Purchasing books and monitoring book corners to ensure books represent a diverse range of protagonists who challenge gender stereotypes and stereotypes about family make ups.
- Acknowledging LGBT and incorporate LGBT+ themes into World Day, Black History Month, Christmas celebrations and other events where appropriate.
- Ensuring that we respond to any homophobic, biphobic and transphobic bullying in line with the positive behaviour policy.
- Acknowledging LGBT+ identities throughout the curriculum.
- Building on children's own family make ups to develop an understanding of themselves and each other.
- Having special assemblies and displays to embrace LGBT+ identities

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Record of consultation and engagement

Our main activities for consulting and engaging are:

- Pupil questionnaires and focus groups (Reviewing Positive Behaviour meeting with parents)
- Parent and carers questionnaires
- Parents and carers evening
- Special training evenings for example Sex Education Sessions for parents. (July 14th 2016)
- Parents and Carers forums, workshops and coffee mornings
- Newsletters
- School Council
- Consultation with the wider community example- Holloway Town Team meetings
- Governors Meetings
- Meetings with the G.S.A

Part 4: Our Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To review all policies and ensure that they are updated making reference to and including LGBT+ groups where necessary.

Actions

- To review and update Equality Policy and set new equality objectives by January 2020
- To review and update SRE policy by February 2020
- To review and update Behaviour policy by March 2020

Equality objective 2:

To reduce name calling (disability-related, homophobic/biphobic and transphobic

Progress we are making on this objective:

Training has been provided by EqualiTeach for all members of staff

Workshops have been carried out in Years 4

Actions

- To participate in EqualiTeach's 'Free to Be project', including the delivery of LGBT+ training to all staff by December 2019
- To record all disability-related and homophobic/biphobic and transphobic incidents in the Incident Book
- To monitor Thinking Time Book and Incident Book, acting upon any rises in disability-related and homophobic/biphobic and transphobic incidents.

Equality objective 3:

To ensure that the curriculum is inclusive, embracing and reflecting all groups that we have in society.

Actions

- To audit and review, in curriculum teams, all curriculum content to ensure that the curriculum reflects all diversity.
- The school will produce curriculum maps by December 2019
- Purchase books representing all groups in society by March 2020

Equality objective 4

To continue to raise expectations for all pupils and to accelerate the progress of pupils from groups who may be underachieving.

Actions

- Continue to regularly analyse data, focusing on (if any) underperforming groups. (Ongoing)
- Continue to discuss progress and needs of all children at 'Pupil Review' meetings.
- Effective lesson planning to ensure that specific groups are supported at class level. (Weekly)
- Monitor and assess the work in children's books, ensuring that progress is consistent.
- Put into place, interventions & learning support to narrow any gaps (should they occur)

Part 5 Glossary

Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: • they have a protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness. Further information
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin

Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.