



NORTHSIDE Primary School

Equality Policy and Objectives

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Rationale

At Northside Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers and volunteers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background.

Compared with other schools, both in Barnet and nationally, Northside has higher levels of children with EAL (with approximately 85% of pupils speaking English as an additional language and with many pupils in the early stages of English acquisition). Our pupils are very individual coming from many different cultures and backgrounds, speaking over 35 different languages and 87% from an ethnic minority background. 19% of our pupils are entitled to pupil premium with 12% entitled to free school meals. 15% are on the SEN register which is higher than the national average. We have a growing number of pupils with SEND coming into Early Years with Communication and Interaction needs which has led to an increasing number of pupils with EHCPs. Mobility is higher than average with only 48% of the outgoing Year 6 starting in Early Years, 15% joining in KS1, 27% joining in KS2 with 10% joining in Year 5 and 6. This is reflected in other year groups as well.

This policy outlines the commitment of the staff and governors to promote equality to ensure that all our pupils have the equal opportunity to be 'Happy to Learn and Inspired to Flourish' regardless of their or their families' starting points.

Key Principles

We believe that [the Equality Act 2010](#) provides a starting framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships. It includes all the protected characteristics covered under the Equality Act 2010, which are (in alphabetical order)

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership

- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. In addition to the above protected characteristics, we also recognise the impact of socio-economic background and the need to address the role intersectionality plays in any policy around diversity and inclusion.

This document meets the 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](#).

Northside Values

- RESPECT** to value our needs, beliefs and each other
- PRIDE** to have confidence in our abilities and celebrate success
- INCLUSION** to work together with families and our diverse community to become life-long learners
- CHALLENGE** to have high expectations of ourselves so we achieve our best
- CREATIVITY** to creatively express our feelings and ideas
- RESILIENCE** to develop life skills so we fulfil our potential

UN Rights of the Child

We believe fully in the United Nations Convention on the Rights of the Child and ensure that our approach to education follows that treaty. In particular:

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community

Article 28 (right to education) Every child has the right to an education.

Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live

In Practice

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. Staff and governors are regularly reminded of their responsibilities under the Equality Act.

The senior leadership team and equality link governor are responsible for monitoring equality issues. They regularly liaise regarding any issues.

We are also determined to ensure we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

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
- Taking active steps to meet the particular needs of people who have a particular characteristic and taking time to consciously identify these needs where they are not obvious
- Encouraging and enabling people who have a particular characteristic to participate fully in any activities
- Ensuring due regard to equal opportunities whenever significant decisions are made
- Respecting the cultural and religious beliefs and practice of all staff, pupils and parents, and complying with reasonable requests relating to religious observance and practice
- Ensure wherever possible the staffing of the school reflects the diversity of our community

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

- Share attainment, attendance, and behaviour 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils as soon as possible

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 tolerance, friendship and understanding of a range of religions and cultures across our curriculum including in the classroom and during assemblies
- 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
- Working with our parents to promote knowledge and understanding of our many different cultures

Roles and Responsibility

School Community	Responsibility
<p>Governing Body</p> <p>The Equality Link Governor is: Lorna Nsoatabe</p>	<ul style="list-style-type: none"> • Uphold the Northside Values • Ensure that the school complies with the appropriate equality legislation and regulations and meets its obligations under the Public Sector Equality Duty • 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 • Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years • Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher • Ensuring that staff have access to appropriate training and resources. • Ensures that the school's Admissions Policy does not discriminate in any way • Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in the membership of the Governing Body • Where appropriate, take steps to identify and remove unjustified barriers and to meet the special needs of disadvantaged or underrepresented groups <p>The Equality Link Governor will;</p> <ul style="list-style-type: none"> • Meet with the designated member of staff for equality every half 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 body regarding any issues
<p>Headteacher and Senior Leadership Team</p>	<ul style="list-style-type: none"> • Uphold the Northside Values • Promote knowledge and understanding of the equality objectives amongst staff and pupils • Actively challenge and take appropriate action in any cases of discriminatory practice, reporting incidents of bullying or discrimination in line with the DfE guidance • Keep up to date with equality legislation and disseminate as necessary • Ensure all of the teaching team have consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age, socio-economic background or any other recognised area of discrimination. • Monitor the attainment and progress of all pupils and groups of pupils including gender, ethnic groups, pupils who need support to

	<p>learn English as an additional language (EAL), pupils with identified SEN, pupils with disabilities, LAC (Looked After Child) pupils, Pupil Premium children, pupils with CAFs (Common Assessment Framework), pupils who access FSM (Free School Meals) and higher achieving pupils.</p> <ul style="list-style-type: none"> • Identify trends and patterns of underachievement and where necessary take positive action to improve attainment. • Incorporate these actions into the School Improvement Plan • Ensure all new staff receive training on the Equality Act as part of their induction • Ensure all parents, visitors and contractors are aware of and follow this policy • Meet with the equality link governor every half term to raise and discuss any issues • Identify any staff training needs, and deliver training as necessary • Ensure fair treatment and access to services and opportunities • Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents • Be representatives on all of the Equality Teams within school: <ul style="list-style-type: none"> ○ Action Planning and Policies team ○ Curriculum team ○ Environment team
Teaching Team	<ul style="list-style-type: none"> • Uphold the Northside Values • Have consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age, socio-economic background or any other recognised area of discrimination. • Design and deliver an inclusive curriculum, challenging any bias and stereotyping • Ensure that all pupils have access to the curriculum by taking into account their learning styles, special educational needs, cultural backgrounds, EAL status, socio-economic background and/or other factors that may prove to be a barrier to their learning • Use materials that reflect our diverse community • Ensure all subjects promote and celebrate the contribution of different cultures • Be a positive role model promoting equality and good relations • Have responsibility to record, report and respond appropriately to prejudice related incidents • Seek to involve all parents in supporting their child's education
Non-Teaching Team	<ul style="list-style-type: none"> • Uphold the Northside Values • Support the school and the governing body in delivering a fair and equitable service to all stakeholders • Support all colleagues within the school community • Have responsibility to record, report and respond appropriately to prejudice related incidents

Pupils	<ul style="list-style-type: none"> • Follow the Northside Values • Actively encourage equality and diversity in the school by contributing their cultural experiences and values • Report any incidents of discrimination whether to themselves or to others
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Equality Objectives 2020-2024

Our equality objectives will be incorporated into the annual School Improvement Plan.

1. To ensure that all pupils achieve their full potential from their given starting point
 - a. The progress and attainment gap between EAL pupils and NON EAL pupils decreases year on year so that EAL pupils make the same amount of progress as NON EAL pupils and attainment of EAL pupils is in line with NON EAL pupils
 - b. SEND pupils progress is line with NON SEND pupils
2. To ensure pupils from all groups have equal access to the curriculum, all extra-curricular activities, school teams, inter-school partnership events, school trips/ residential and uniform
 - a. All families to be able to access financial support
3. To ensure that the Northside Curriculum reflects our diverse community including the LGBTQ+ community
 - a. Audit and purchase resources including Terrific Texts
 - b. Improve the learning environment so that pupils from all groups are represented
 - c. Review policies so that they all value diversity, tackle discrimination, promote equality and foster good relationships.
4. To challenge gender stereotypes, ensuring that girls view themselves as equals to boys
 - a. Ensure the curriculum teaching reflects equality between the genders
5. To ensure that our parents have the skills to support their child's education
 - a. Encourage identified parents to attend ESOL classes
 - b. Encourage identified parents to attend parenting classes
 - c. Develop and improve the external classes available for parents
6. To ensure our EAL parents are able to access information easily
 - a. Develop the role of Parent Ambassadors
 - b. New to Northside meetings embedded with a demonstration of the website
 - c. Materials translated to the main languages to support access

