



Equality Report 2022-2023

The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

The Public Sector Equality Duty requires our schools to publish information about Equalities annually.

The information we publish must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve.

General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The information provided here aims to show that a commitment to equality is at the centre of everything that we do in the school guided by the duties outlined in the Equality Act 2010.

- Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of protected characteristics.
- To deliver a full and comprehensive RHSE curriculum alongside a whole-school focus with particular reference to issues of equality and diversity.
- To promote cultural development and understanding through a rich range of experiences, both in and beyond the school.

Our Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable objectives. They focus on particular areas we have identified in order to continually improve equality and tackle disadvantage in our schools.

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

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

Objective 1:

To promote cultural development and understanding through a rich range of experiences, both in and beyond the school

Our curriculum is planned so that it includes many opportunities to access information in a concrete and experiential way, (including field trips and drama activities) which is beneficial for all children but particularly important for those with EAL or SEND. We have also spent time looking at the curriculum to ensure that it shows balance and diverse perspectives. For example, in the Year 5 topic 'Explorers and Adventurers' the children look in detail at the plight of indigenous Australians as a result of colonisation and the slave trade; they explore how this still has an impact today.

In order to achieve this objective the trust:

- Plans educational visits to a range of places (including religious sites) and events, which allow children and adults to share their knowledge as well as extending their cultural capital. Pupil Premium funds are used to ensure that all trips are free and therefore accessible to all of our children.
- Borrows artefacts, costumes and books from Islington Education Library Service to support topics and give greater context to learning.
- Invites speakers from a diverse range of backgrounds to lead external workshops to enrich the curriculum, for example Faith in Schools.
- KWL concept maps and displays to provide children with opportunities to share their own experiences and knowledge.
- Monitors the attendance of all students taking part in extracurricular clubs and activities to ensure there is access for all.
- Provides invitation only clubs when appropriate to support children who may benefit

from specific support or experiences.

- Establishes partnerships with trained SEN sport providers who work with Galleon and Galatea to include all children in the PE curriculum.
- Runs a School Council which meets weekly to explore ideas for enhancing the life of the school community; these are presented to the Senior Leadership Team for approval. Ideas that have recently been implemented include a refurbished playground surface, improvements to the eco-garden and improvements to the quality of school catering. The environmental initiatives proposed by the School Council in the past (in particular the installation of 169 solar panels) enabled us to achieve the Eco-School Award in July 2019 but also demonstrate to children that their voices are valued.
- Provide regular PSHE, RE and other lessons that focus on our Qualities for Life and British Values, ensuring that children have a forum to voice their ideas and concerns.
- Recognises that children learn and develop best when there is a strong partnership between staff and parents and/or carers. Our schools work to ensure that everyone feels welcome, respected and listened to. However, we are aware that some parents/carers, for a variety of reasons, may not feel as confident in approaching school staff or are less able to access the school information than others. We focus on creating warm and respectful relationships with every member of the school community. We work hard to keep all parents informed, updated and included in the school community and in their children's progress. Our Home-School Officers run coffee mornings on a variety of topics to support parents.
- Shares information between RW and BV community halls.
- Ensures that assemblies are followed by class or year group discussions, allowing more children to engage in discussions and have their voices heard than in a traditional assembly format.
- Ensures that SLT staff teach some RE lessons to reinforce its importance in our curriculum.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Objective 2:

Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of protected characteristics

In order to achieve this objective the trust:

- Ensures that the curriculum and supporting texts are adapted so that they are relevant and represent a variety of attitudes. For example, in a Year 6 topic 'London, It's the Place to Be', pupils look at the effect of immigration on London's rich and diverse culture. This includes the immigration of the Caribbean community to England and the establishment of the Notting Hill carnival as well as the changing demographic of Brick Lane and the contribution of South Asian and Jewish communities.
- Has increased the number of texts with diverse characters; for example, gender and

ethnicity (Rumaysa by Radiya Hafiza and Julian is a Mermaid by Jessica Love.)

- Has increased children's repertoire of stories and texts that consider diverse experiences; for example, refugees in 'The boy at the back of the class room' by Onjali Q. Rauf.
- Has increased the range of books in the school library areas that include characters with disabilities such as ADHD and dyslexia e.g. 'There's a boy in the girls' bathroom' by Louis Sachar.
- Keeps up to date with support from external bodies, for example, National Literacy, CLPE and Peters books, to ensure texts and other resources represent our local community.
- Maintains an open door policy and respectful relationships so that children are generally confident in approaching adults should they want help or if they have an idea to contribute. For example, children regularly approach the English lead to request the purchase of books including those that more closely reflect the schools' diversity.
- Provides a school counsellor who is available for children if they have any personal issues which they would like to discuss.
- Shares examples role models and heroes from the news and media e.g. Marcus Rashford, Mala Yousafzai and Mae Jemison.
- Promotes diversity and British Values through RSHE, SMSC and weekly assemblies including equal rights and opportunities and tolerance. Assemblies often focus on profiling individuals who are chosen to reflect diversity in age, background, ethnicity, and disability.
- Facilitates visits from people from a range of backgrounds who come to share their experiences and knowledge to support greater understanding.

Foster good relations between people who share a protected characteristic and those who do not.

Objective 3:

- **To deliver a full and comprehensive RSHE curriculum alongside a whole-school focus with particular reference to issues of equality and diversity**

The trust works hard to develop warm and respectful relationships with the children in their care in order to create a safe and nurturing environment. Expectations of all teaching staff, including trainee teachers and volunteers who work in the school, are clear about our ethos, vision and policies and our commitment to advancing equality in our Trust. The school curriculum supports this further, through a structured programme of Personal Social Health and Economic education (PSHE), through which Relationship, Health and Sex education Education (RHSE), Spiritual, Moral, Social and Cultural development (SMSC) and British Values are taught. These regular lessons provide children with a forum within which to voice their concerns or worries or questions. In addition to these structured lessons, curriculum lessons also include, where appropriate, links to SMSC, British Values and the BET Qualities for Life.

In order to achieve this objective the trust:

- Uses a PSHE scheme of work which explicitly teaches lessons which address equality and diversity, such as challenging gender stereotypes.
- Reviews the PSHE (including RSHE) curriculum and makes adaptations to meet the needs of our local community, in the light of consultations that have been carried out.
- Holds regular meetings between the PSHE leader and individual staff teams to discuss the delivery of RSHE in their phase.
- Meets with parents who have concerns about their children receiving aspects of the RSHE curriculum to address these concerns.