



# HIGHGATE PRIMARY SCHOOL

## Equality Policy December 2021

I have a dream that one day this nation will rise up and live out the true meaning of its creed;  
We hold these truths to be self-evident: that all men are created equal

Martin Luther King Jr.

### Introduction

At Highgate Primary School we are committed to ensuring equality of education and opportunity for pupils, staff and all those receiving services from the school, irrespective of race, gender, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, and sexual orientation. It is a primary aim of our school to create an environment in which all members of the community are able to give of their best without fear of harassment or discrimination, and all decisions are made based on merit alone. We are proud of the diversity in our school, and seek to celebrate our differences, and in particular our multi-cultural heritage, whenever possible.

Highgate Primary School recognises its responsibilities under the Equality Act 2010 and plays an active part in its local community providing an education which:

- Tackles all forms of discrimination
- Promotes good relations between all members of the school community
- Promotes equality of opportunity for all

The school's statement of aims makes reference to equality in the following statements:

- Love learning: we want everyone to enjoy learning and to achieve their best
- Inclusive: we want everyone who uses our school to feel involved and included
- Supportive: we want everyone involved with our school to feel supported
- Healthy: we want our school to be a healthy place for our minds and our bodies

We will ensure that all our policies and practices take full account of our obligations under all relevant legislation, and in particular, the Equality Act 2010, in relation to the following:

- Progress, attainment and assessment
- Behaviour, discipline and exclusion
- Pupils' personal development, support and pastoral care
- Teaching and learning
- Admissions and attendance
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities
- Prevent and Citizenship

### **Progress, attainment and assessment**

We aim to ensure that every pupil, irrespective of race, gender, disability, religion, socio-economic groups or cultural background is enabled to achieve their best and that strategies are in place to tackle under-achievement. To support this aim we ensure the following:

- SATs results and class assessment data are analysed to look at the performance of different groups, and the performance data provided by the borough is examined carefully.
- Staff monitor progress carefully through our tracking procedures and, where underachievement is evident, set appropriate targets and put in place relevant interventions for progress. The Inclusion Manager coordinates support from all members of the teaching team including teachers, teaching assistants and volunteers to provide support for groups of children who are identified as underachieving.
- The school has clear and thorough assessment procedures in place for core reading, writing and maths.
- Children may work in ability groups for some subjects. Staff are aware of the need for flexibility and children move from group to group according to progress made. At other times children work in mixed ability groups within the class, and staff value the contribution made by children from all different groups.
- All available modifications are made to the administration of SATs papers, such as reading the SATs maths and science papers to qualifying children, according to the access arrangements as set by the DfE. Interpreters are used as required.

### **Behaviour, discipline and exclusion**

We ensure that the school's procedures for managing behaviour are fair and equitable to pupils from all groups.

- The school has a clear Behaviour Policy and there is a consistent system of rewards and sanctions across the school.
- The school's policy is to include, rather than to exclude children, and a considerable amount of time is given to supporting children and their families who have emotional or behavioural difficulties. Staff work closely with families and may involve appropriate outside agencies to provide support for families. The school's rate of exclusion is very low.
- Teachers keep a record of those receiving certificates and ensure that all children receive shining star certificates in the course of the school year.
- Behaviour incidents are monitored for trends.
- The school's Exclusions Policy demonstrates equality of treatment for all pupils.
- Incidents of discriminatory behaviour, e.g., homophobic or racist abuse, are taken very seriously. They are dealt with in accordance with our Behaviour Policy and analysed at the Governors' Safeguarding Committee.

### **Pupils' personal development, support and pastoral care**

We aim for every pupil to have access to the range of support required to enable each of them to achieve their best. This support may be provided by the Headteacher, class teachers, SENCo, interventions teachers or teaching assistants. We also have good links with external agencies.

If a child is the victim of a discriminatory incident, the Headteacher talks to the perpetrator and the victim in an age-appropriate way. Additional support is offered to the victim as required. The school treats such incidents very seriously and lets the victim know that what has happened to them is unacceptable. The perpetrator is asked to make an apology to the victim and the school's sanctions implemented. Whole-class discussions may take place to air grievances and reassure children that staff will protect them from discrimination.

Focus groups drawn from different communities within the school are held regularly as part of the school's monitoring schedule. In this way, SLT is able to assess pupil wellbeing from within different groups, including gender and race.

### **Teaching and learning**

We aim for our school to provide teaching and learning styles that allow all pupils to learn and achieve. All pupils, irrespective of race, gender, disability, religion, socio-economic groups or cultural background, have an equal right to experience a high quality education in which they feel valued and respected. Teachers challenge stereotypes and are aware of bias and racial discrimination. The school aims to ensure that teaching styles are sensitive to different groups of children, and where appropriate, curriculum subject leaders will ensure that equality issues are incorporated into schemes of work.

- The SENCo works in partnership with staff to support pupils with EAL. Materials and activities are suggested for use in class.
- Each class is expected to ensure that displays reflect different cultural experiences and draw out the multi-cultural aspects of the class topic.
- The allocation of pupils to teaching groups is fair and equitable to pupils from all different groups.
- Parents from different ethnic groups are welcomed into school to help and contribute from their cultural life in class lessons, assemblies and special events and celebrations.
- Teachers value and celebrate the languages spoken in their class and in the community, through display and through class discussion.
- The language used by staff and pupils throughout the school avoids stereotypes, in particular those of gender, disability and race.
- Pupils with disabilities are supported to study alongside their peers, with adaptations made as necessary to the teaching style or learning environment.
- Our classrooms are adapted to improve acoustics for our hearing impaired pupils from Blanche Nevile, who sometimes join their mainstream classes for certain lessons.

## **Admissions**

We follow the Haringey guidelines on admissions and ensure that the criteria relating to equal opportunities are strictly met. No pupil is discriminated against in the allocation of school places, and our systems ensure that pupils from all groups are effectively supported when they first start school. Any pupils requiring additional support, e.g., due to SEND or EAL, are identified early and interventions are put in place.

Whenever new children are admitted to the school the Headteacher meets with the family, shows them round the school and goes through the admissions forms. When a non-English speaking family wish to admit their child, an appointment is made for them to meet with the Head of Inclusion if possible, and if necessary an interpreter may be booked. At this meeting the family is taken through the school's admissions forms and home/school agreement and has the opportunity to share important information about their child. The family is also shown round the school and places of importance to the child are pointed out. Key procedures and routines are explained and any questions are answered. The Head of Inclusion carries out an initial assessment of new children who have English as an additional language within the first few weeks of them starting school. Any relevant information and ideas for supporting the child are fed back to the class teacher.

## **Attendance**

The school monitors pupil attendance regularly, and identifies any patterns regarding ethnicity and community background. We aim to improve levels of attendance, especially for our target groups, and we work with a range of services and agencies to develop strategies for improving attendance.

## **Curriculum**

The Highgate Primary Curriculum aims to promote good relations between members of all different groups and communities, and foster equality of opportunity. The curriculum draws on and values the contribution made by people from a range of cultures and backgrounds.

- Music plays a big part in valuing and celebrating different cultural contributions, during class music and in assembly. Children listen to a variety of world music in class and in assemblies.
- The school creates an environment where all pupils can contribute and feel valued. In particular the school celebrates and values those children who speak a variety of community languages. There are displays in different community languages around the school, which have been made by the children, supported by their families.
- Different cultural traditions are valued and children learn about a variety of religious and cultural practices in assembly and in class. The school has collected a wide range of artefacts for teaching and display, which represent many of the cultures present in the school.
- The school ensures that a range of cultures and languages are evident in the books that are purchased for class use and in the library. Home corner equipment, dressing up clothes and dolls reflect a range of cultural traditions.
- Visits are made within the local community to various places of worship.
- Maps and atlases are used to enable children to see where ethnic minority families originate from around the

world.

- Thanks in part to our partnership with Blanche Nevile School, children with disabilities are an integral part of the school and where appropriate children are taught about their classmates' disabilities so as to foster broader understanding, friendships and collaborative learning.
- The PSHE addresses issues relating to gender and sexuality in a sensitive and age appropriate way, and staff make every effort to use language carefully so as not to make any child feel uncomfortable or marginalised.

### **Staff recruitment and professional development**

We would like the adults in our school to reflect a range of cultures and therefore provide positive role models for pupils from all community backgrounds. Governing Body recruitment panels are aware of equality issues during the short listing and interview processes. Posts are advertised appropriately and in a way that encourages applications from minority ethnic candidates.

Students from minority ethnic backgrounds are encouraged to train at the school. Staff are encouraged to visit schools with a bigger concentration of EAL pupils, as a way of broadening their practice.

The Head of Inclusion delivers training to support staff on working with EAL pupils.

### **Partnerships with parents and communities**

We aim to make parents and carers of our pupils welcome and encourage them to have a genuine involvement in the life of the school.

Parents from all groups are invited to come into school to contribute in various ways: to talk about religious festivals; to talk about their disability; to talk about their work and achievements; to cook dishes from their culture and so on. Parents also contribute to displays by bringing in artefacts from their home country or community and by providing translations for display in a range of community languages.

All parents are encouraged to participate in the Parent School Association. There are class reps who contact new parents and try to get them involved in activities like cake sales, school fairs etc.

### **Links to other policy documents**

This policy should be read in conjunction with the following documents:

- Accessibility Plan
- Anti-bullying Policy
- Assessment Policy
- Behaviour Policy
- Exclusions Policy
- Parental Partnership
- SEND Policy
- Teaching and Learning Policy

### **Staff Responsible**

William Dean Headteacher

Rebecca Lewis Deputy Headteacher – Inclusion

### **Policy Monitoring and Review**

A copy of this guidance is available to all staff and parents and is published on the school website. Parents will be made aware of this policy when their child is admitted to this school.

This policy is reviewed every two years by the Governors' Safeguarding Committee.

## Appendix I

### Responsibilities – how they are allocated

|                                       |  |
|---------------------------------------|--|
| Governing Body                        | Ensuring that the school complies with Equalities legislation<br>Ensuring that the policy and its related procedures and strategies are adopted and implemented  |
| Headteacher                           |  |
| All staff                             | Implementing the policy and its related procedures and strategies<br>Ensuring that all staff know their responsibilities and are given appropriate training and support<br>Taking action in cases of discrimination  |
| Visitors and contractors              | Confident to deal with discriminatory incidents; knowing how to identify and challenge any form of bias and stereotyping<br>Promoting equality and avoid discrimination on grounds of race, gender, age, disability, gender reassignment, marriage and civil partnership, pregnancy, maternity, religion or belief, and/or sexual orientation<br>Keeping up-to-date with relevant legislation by information opportunities |
| People with specific responsibilities | Being aware of, and complying with, the policy   |
|                                       | A Governor is responsible for co-ordinating equality work  |

### Breaches

Breaches of the policy will be dealt with in accordance with the schools disciplinary procedures which apply when any school policy is breached. If the Equality Policy were to be breached, the headteacher would discuss this with those concerned and stress the seriousness of any breach of policy.

In addition, the school has clear procedures to deal with racist incidents, racial discrimination and racial harassment – and we ensure that these are applied promptly, firmly and consistently.

Staff deal with racist incidents, racism, racial harassment, prejudice and stereotyping in line with the school's Code of Behaviour. In addition there is a sensitive system of support available to victims of racism, racial discrimination, racist incidents and racial harassment.