

Northern Parade Schools Equality and Diversity Statement

1. Mission statement

At Northern Parade Schools we ensure equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils is monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Northern Parade Schools we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Actions to support this Statement

The school operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and learning

We provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.
- Exclusions of pupils are always based on the school's Behaviour Statement.
- We closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.
- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.

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- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

3. Consultation and involvement

It is a requirement that the development of this Statement and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the Statement:

- Feedback from the parent questionnaires (Website and parent's Evenings)
- Feedback from the pupil questionnaires (Website and parent's Evenings)
- Positive feedback from parents at curriculum workshops
- Regular Parent and child events aimed at increasing parental involvement in the school
- Feedback from the school council and outcomes from PSHE lessons
- Feedback from Pupil Progress Meetings
- Issues raised in annual reviews and or reviews of progress on Individual Education Statements, mentoring and support
- Encourage members of the local community to join in school activities and celebrations
- Feedback from outside agencies with whom the school works e.g. Sensory Impairment Service
- Governor involvement

4. Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

- We ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- Diversity is considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

5. Roles and Responsibilities

The role of governors

Our governing body will:

- designate a governor with specific responsibility for the Equality Statement
- ensure that the objectives arising from the Statement are part of the School Development Statement (SDP)
- support the Executive Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the Statement
- evaluate and review the Statement annually and the objectives every 4 years

The role of the Executive Headteacher

Our Executive Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Statement
- oversee the effective implementation of the Statement
- ensure staff have access to training which helps to implement the Statement
- develop partnerships with external agencies regarding the Statement so that the school's actions are in line with the best advice available
- monitor the Statement and report to the Governing Body at least annually on the effectiveness of the Statement and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the Statement or actions arising from it
 - The Executive Headteacher ensures that all appointments panels give due regard to this Statement, so that no-one is discriminated against when it comes to employment or training opportunities.
 - The Executive Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

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- The Executive Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of the pupils

Our pupils will:

- be involved in the development of the Statement and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Statement
- be encouraged to actively support the Statement

The role of the parent/carers

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Statement
- have access to the Statement through a range of different media appropriate to their requirements
- be encouraged to actively support the Statement
- be encouraged to attend any relevant meetings and activities related to the Statement
- be informed of any incident related to this Statement which could directly affect their child

The role of all staff

Our school staff will:

- be involved in the development of the Statement
- be fully aware of the Equality Statement and how it relates to them
- understand that this is a whole school issue and support the Equality Statement
- make known any queries or training requirements
- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain
- awareness of the school's Equality Statement.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

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- All staff will challenge any incidents of prejudice or racism, and record any serious incidents, drawing them to the attention of the Associate/Executive headteacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.
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Relevant partner agencies will:

- Be involved in the development of the Statement
- Be expected to support the Statement
- Be expected to attend any relevant meetings and activities related to the Statement

6. Tackling discrimination

- Harassment on account of race, gender or disability is unacceptable and is not tolerated within the school environment.
- All staff are expected to deal with any discriminatory incidents that may occur. They are know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.
- Racist incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher /headteacher where necessary.
- All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

- Harassment on grounds of race, gender, disability or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.
- A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability or gender;
- Use of derogatory names, insults and jokes;
- Racist or sexist graffiti;
- Provocative behaviour such as wearing racist or sexist badges or insignia;
- Bringing racist, sexist or discriminatory material into school.

7. Review of progress and impact

The Statement has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Statement annually and review the entire Statement and accompanying action Statement on a three year cycle. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

8. Publishing the Statement

In order to meet the statutory requirements to publish this Equality and Diversity Statement, we have:

- Published our Statement on the school website;
- Raised awareness of the Statement through the school newsletter, assemblies, parent meetings, staff meetings and other communications;
- Made sure hard copies are available.

9. Actions required to support this Statement – Equality Plan 2019 - 2021

Northern Parade Schools Equality Plan for 2019-21 has 3 main areas for development:

1. To build community involvement
2. To promote tolerance and understanding of the wider world and other religions
3. To promote greater understanding of SEND

Actions taken to build community involvement	
School action	Community involvement
<ul style="list-style-type: none"> • Parent workshops & readers scheme • Topic reviews • Reading and writing workshops • Give a kid a quid • Light up the sky • Summer and Christmas Fayres • Celebration assemblies • Regular assembly taken by local vicar or church group • Bikeability • Fun Day • Sports Day • Christmas show • School Council meetings with guests • CoPS • British Day • ParadeFest • Community Picnic 	<ul style="list-style-type: none"> • Visits from outside groups • Support for competitions and sports festivals • Running hockey club • Care home visit for carol singing • PCSO workshops • Secondary school transition workshops • Attendance at parents evenings • Sports coaches – karate • STEM challenges • Table tennis teams

Future actions to further build community involvement

Parent and child after school clubs i.e. computers, reading & homework support etc.

Key worker for individual families support as part of the leadership

Grandparent day

Gardening club – adults/pupils responsible for school site

Visits from inspiring people who have interesting jobs to talk to the children i.e. Divers, bomb disposal, authors, illustrators, vets, doctors, artists etc.

Actions taken to promote tolerance and understanding of the wider world & different religions
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We will continue to deliver a diverse and interesting RE curriculum as part of our weekly lessons in all years
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| <ul style="list-style-type: none"> • Celebration of Christmas and Easter stories at school • Christmas shows • Regular assemblies by local vicar • Visits by other religious groups • Celebration of non-Christian festival such as Chinese New Year, Diwali etc • Prevent workshop for all staff • Policies in place to challenge discrimination • School Council meetings include multi-cultural approach • Partner work with local church including weekly assemblies • Language of the half term |
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Future actions to promote tolerance and understanding of the wider world & different religions

Opportunities for pupils to share their family history

Visits to special places for all religions

Speakers from all religions invited into school

Celebrating international days from other countries

Actions taken to promote greater understanding of SEND
<ul style="list-style-type: none"> • Full support for a 7 place sensory impaired primary phase resourced provision • Full inclusion policy for all children • SEAL and PSHE work every week • Support for young carers • Accessibility plan • Improved access provision • Sensory Awareness Day • Signing choir • Sensory impaired clubs for Braille and BSL • Rainbow area funded to allow inclusion and raise awareness • Pupil led clubs and activities • Visits by SI specialists and outside agencies • Charity links NDCS, RNIB

Future actions to promote greater understanding of SEND

Update S.E.A.L or alternative program across both schools

Work with families to break down barriers for learning by having focused meetings and regular updates.

Ensure school environment adapts to individual needs of children

All staff to have training on individual needs of children as the need arises including lunch time staff etc.

Continue Structured Conversations and the 'Challenge the Gap' approach for targeted families

Equality and the law

Appendix 1

The new Equality Act 2010 harmonises and streamlines legislation that has come before it. The Act refers to protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and Academies. This combined Equality Duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- 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
- Having due regard means consciously thinking about the three aims of the Equality Duty as outlined above i.e:
- Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action which may have implications for people with particular protected characteristics.
- Schools should consider equality before and at the time that they develop Statement and take decisions, not as an afterthought, and they need to keep it under review on a continuing basis.
- The equality duty has to be integrated into the carrying out of the school’s functions, and the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes.
- Having due regard to the need to advance equality of opportunity involves considering the need to:
 - remove or minimise disadvantages suffered by people due to their protected characteristics;
 - meet the needs of people with protected characteristics; and
 - encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
- Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

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There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Gender Equality Duty (2006) App 1. The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. The actions listed at the end of this Equality Statement outlines the actions Bardsey Primary School will take to meet the general duties detailed below.

Our Equality and Diversity Statement refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes (www.unicef.org). Issues relating to adults within the school community can be embraced under these themes and reflected in the action Statement.

Appendix 2

Further information on the Government Acts to which this Statement refers including definitions of types of discrimination

The Equality Act 2010

The general thrust of The Equality Act 2010 is to make many activities illegal unless they fall within one or more of the statutory exceptions. Unlawful discrimination or 'prohibited conduct' under The Equality Act extends to discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation. There is, however, very often a distinction to be made between what a provider of education does as an employer of staff and what that same provider does in relation to its pupils and students. The Law of Education concentrates on pupils and students in an educational environment rather than detailed information on discrimination in staff and employment. This needs to be covered under policies as they relate to employment (refer to our Recruitment and Selection Statement and Dignity at Work Statement)

Sex discrimination

Under The Equality Act 2010, direct sex discrimination is where A treats B less favourably than A treats others, or would treat others, if the reason for the less-favourable treatment is B's sex or because B is breast-feeding. Women are, however, entitled to special treatment in connection with pregnancy, maternity or breast-feeding. Sex discrimination is generally unlawful in schools. It covers recruitment policies, dismissals and redundancies, fringe benefits and other non-contractual matters and requires that women and men should be treated equally. The Sex Discrimination Act 1986 removes differential compulsory retirement ages for women and men.

Gender reassignment discrimination

The Equality 2010 Act reminds us that gender reassignment is a process and not an event. Discrimination in connection with the provision of education on grounds of past, present or proposed gender reassignment is generally unlawful.

Sexual orientation discrimination

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Discrimination in connection with the provision of education on grounds of sexual orientation is generally unlawful under the provisions of The Equality Act 2010.

The Gender Equality Duty 2006

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.
- Under our specific duty we will:
- Prepare and publish an Equality Statement which covers the requirements for a Gender Equality Scheme
- identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Race discrimination

Race as defined in The Equality Act 2010 includes colour, nationality and ethnic or national origins. Race is essentially a group characteristic, but one racial group can be part of a larger racial group. Discrimination in connection with provision of education on grounds of race is generally unlawful under the Act.

Race Relations Act 1976 extended in the Race Relations Amendment Act 2000

The Act makes it illegal to discriminate in recruitment, promotion, training and transfer, terms and conditions of employment or dismissal on grounds of colour, race, nationality or ethnic

or national origins. Discrimination may be direct or indirect. Where persons of a particular racial group are under-represented, either generally or in a section of the workforce, the Act enables employers to advertise vacancies in such a way as to encourage applications from persons of that racial group.

Religion or belief discrimination

Education is rife with discrimination on grounds of religion or belief and most of that discrimination is perfectly lawful. In The Equality Act 2010, religion means any religion and reference to religion includes a reference to a lack of religion. Similarly, belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

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Disability discrimination Act 1995 supported by the Disability Equality Duty 2005

Under The Disability Discrimination Act 1995 (DDA), employers, including local authorities and governing bodies, must not discriminate against disabled people applying for jobs, or against existing disabled staff. For these purposes, a person has a disability if they have a physical or mental impairment which had a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The definition is wide. It is unlawful discrimination for an employer to treat a person less favourably than others for a reason relating to disability unless the treatment can be justified by the employer.

The 1995 Act imposes a duty on employers to make reasonable adjustments if the premises or employment arrangements substantially disadvantage a disabled person compared with a non-disabled person. Examples might be installation of a ramp for an employee who uses a wheelchair, having staff notices in large print etc. Whether or not a particular adjustment is reasonable depends on a number of factors such as cost, practicability and effectiveness. Failure to discharge this duty will constitute discrimination unless the employer can justify their action.

Northern Parade Infant School 2018-19

Student Totals for Year Groups

Enrolment status: Single Registration

Year	Males	Females	Total
Year R	56	60	116
Year Y1	61	58	119
Year Y2	62	56	118
Totals	179	174	353

Pupil Premium	Year R	Year 1	Year 2
Year R	36	0	0
Year 1	0	49	0
Year 2	0	0	44

Ethnic Background of Learners	
Ethnicity	Total
Any other Asian background	2
Any other Black background	3
Any other ethnic group	6
Any other mixed background	8
Any other White background	18
Bangladeshi	8
Black - African	6
Black Caribbean	3
Chinese	5
Indian	1
Pakistani	1
Refused	7
White - British	268
White - Irish	1
White and Asian	3
White and Black African	7
White and Black Caribbean	6
Grand Total	353

First Language	Year R	Year 1	Year 2
Albanian/Shqip	1	0	2
Arabic	0	0	3
Bemba	0	1	0
Bengali	3	2	5
Berber/Tamazight	0	1	0
Bulgarian	0	0	1
Chinese	2	0	1
English	101	103	92
Fijian	2	1	2
French	0	1	3
Kurdish	0	0	1
Lithuanian	0	1	1
Malayalam	1	0	0
Mauritian/Seychelles Creole	0	0	1
Nepali	1	0	0
Persian/Farsi	0	1	0
Polish	4	3	5
Portuguese	0	1	0
Romanian	0	0	1
Russian	0	1	0
Tagalog/Filipino	0	1	0
Turkish	0	2	0
Urdu	1	0	0
Total	116	119	118

SEN Status	Year R	Year 1	Year 2
No Special Educational Need	0	46	70
Education, Health and Care Plan	0	1	3
SEN Support	11	17	20
Total	11	64	93

SEN Need Type	Year R	Year 1	Year 2
Autistic Spectrum Disorder	0	2	0
Moderate Learning Difficulty	2	3	13
Other Difficulty/Disability	0	0	2
Physical Disability	0	2	1
Social, Emotional and Mental Health	5	2	7
Speech, Language or Communication			
Need	5	11	10
Visual Impairment	0	1	0
Total	12	21	33

Northern Parade Junior School 2018-19

Student Totals for Year Groups

Enrolment status: Single Registration

Year	Males	Females	Total
Year 3	59	61	120
Year 4	58	53	111
Year 5	66	56	122
Year 6	67	53	120
Totals	250	223	473

Free School Meals	Year 3	Year 4	Year 5	Year 6
Year 3	23	0	0	0
Year 4	0	22	0	0
Year 5	0	0	28	0
Year 6	0	0	0	21
Total	23	22	28	21

Ethnic Background of Learners	
Ethnicity	Total
Any other Asian background	3
Any other Black background	3
Any other ethnic group	2
Any other mixed background	7
Any other White background	24
Bangladeshi	10
Black - African	21
Black Caribbean	3
Chinese	2
Indian	2
Pakistani	1
Refused	5
White - British	365
White and Asian	7
White and Black African	10
White and Black Caribbean	8
Grand Total	473

First Language	Year 3	Year 4	Year 5	Year 6
Akan/Twi-Fante	0	0	1	0
Albanian/Shqip	1	0	0	0
Arabic	0	1	1	0
Bemba	0	1	0	0
Bengali	2	1	2	2
Berber/Tamazight	0	1	0	1
Bulgarian	1	0	0	1
Chinese	1	0	0	1
English	105	94	108	105
French	0	0	3	0
Greek	0	0	1	0
Hungarian	0	0	0	1
Italian	0	0	1	0
Lithuanian	1	0	1	1
Malayalam	1	0	0	0
Manding/Malinke	0	0	0	1
Persian/Farsi	0	2	0	0
Polish	5	5	1	1
Portuguese	0	0	0	1
Romanian	1	0	1	0
Shona	1	0	0	0
Sign Language (Other)	0	0	1	0
Sinhala	0	1	0	1
Spanish	0	1	0	0
Swahili/Kiswahili	0	0	1	1
Thai	0	1	0	0
Turkish	0	2	0	1
Urdu	1	0	0	0
Welsh/Cymraeg	0	0	0	1
Wolof	0	0	0	1
Yoruba	0	1	0	0
Total	120	111	122	120

Religion	Year 3	Year 4	Year 5	Year 6
Buddhist	0	2	0	1
Christian	30	36	35	34
Muslim	3	3	3	7
No Religion	63	61	68	66
Other Religion	5	0	1	3
Refused	2	0	0	0
Roman Catholic	0	4	3	3
Sikh	0	0	1	0
Total	103	106	111	114

SEN Status	Year 3	Year 4	Year 5	Year 6
Education, Health and Care Plan	3	2	4	1
No Special Educational Need	103	18	82	13
SEN Support	10	6	21	14
Total	116	26	107	28

SEN Need Type	Year 3	Year 4	Year 5	Year 6
Autistic Spectrum Disorder	2	0	0	0
Hearing Impairment	0	0	1	0
Moderate Learning Difficulty	8	3	14	12
Multi-Sensory Impairment	0	1	0	0
Other Difficulty/Disability	2	2	2	2
Social, Emotional and Mental Health	0	2	5	4
Speech, Language or Communication Need	6	1	8	3
Visual Impairment	0	0	1	0
Total	18	9	31	21