

George Spicer Primary School Equalities Information

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The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Educational Settings:

1. Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Our School has considered how well we currently achieve these aims with regard to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/ sexual orientation/ marriage and family background

In compiling this equality information we have:

- Identified evidence already in George Spicer of equality within policies and practice and identified gaps
- Examined how George Spicer engages with the protected groups, identifying where practice could be improved

At George Spicer we are committed, not just to respecting the protected characteristics, but actively championing them and ensuring that all stakeholders associated with our school are 'Global Citizens'.

Inspire. Empower. Improve

Aims of the General Duty

Protected Characteristics

What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?

How do we advance equality of opportunity between people who share a protected characteristic and those who do not?

How do we foster good relations between people who share a protected characteristic and those who do not?

Race

- Behaviour Policy
- PSHRE Policy

Have effective systems in place to deal with and record racist behaviour

Diversifying Current Staff

Admissions data

Focus on UNCRC (United Nations Convention for the Rights of Children, Global Goals for a (Sustainable World) and British Values throughout school life.

Curriculum is diverse and global throughout the year.

Teaching an honest curriculum.

Challenging Stereotypes Week
e.g. Africa is a collection of unique countries with their own unique cultures.

Black History Month celebrated
But also minority cultures celebrated throughout the school and throughout the year.

Staff Training

RE curriculum.

Blind shortlisting during recruitment process.

Exploration of platforms upon which to advertise jobs.

Assemblies
(e.g. Who was Robert Smalls? Who was Shaka Zulu? Who was Mansa Musa?)

	Photographs on Website and Social media.	
		Jigsaw PSHRE scheme.
	Education of upper KS2 children as to why certain racial slurs are used and the history behind it. Education leads to prevention.	
		Guest speakers (e.g. Sir William Atkinson)
	Global Citizen Newsletter.	
	The school frequently reviews the curriculum to look for opportunities to diversify	
	The school frequently reviews the resources used in school to ensure they reflect the diversity of the school	
	Formation of the Diversity and Equality group consisting of staff members, governors and parents.	
	Governor Training	

Disability

Disability <ul style="list-style-type: none"> - Accessibility Plan - SEND Policy 	Admissions data	
	No evidence of serious bullying or behaviour incidents linked to disability.	
		Blind shortlisting during recruitment process.
	Provision offered to all students and adults with specific needs (both physical and mental).	
	Use of Makaton.	
	Adaptations to building where possible and including accessibility toilets.	
	Staff training	
	Challenging Stereotypes Week e.g. That disabled people do not need to be pitied.	

	Introduction of Nurture Group.	
		Guest speakers – for visible and non-visible disability (e.g. Para-Athlete)
	Focus on UNCRC, Global Goals and British Values throughout school life.	
	Jigsaw PSHRE scheme.	
	Global Citizen Newsletter.	
	The school frequently reviews the curriculum to look for opportunities to diversify	
	The school frequently reviews the resources used in school to ensure they reflect the diversity of the school	
	Formation of the Diversity and Equality group consisting of staff members, governors and parents.	
	Governor Training	
Gender	School staff has a mix of male and female.	
	Admissions Data	
	Challenging Stereotypes Week e.g. That men and women can both succeed in doing the same jobs.	
	Focus on UNCRC, Global Goals and British Values throughout school life	
	Assemblies (e.g. Be Yourself/ #thisgirlcan)	
	Actively support initiatives like International Women’s Month	
	Advocating and promoting a gender neutral curriculum (e.g. No language like ‘boy books’ or ‘girl focused writing’)	
		Blind shortlisting during recruitment process.
		Guest speakers (e.g. female entrepreneur)
	Jigsaw PSHRE scheme.	

	Global Citizen Newsletter	
	The school frequently reviews the curriculum to look for opportunities to diversify	
	The school frequently reviews the resources used in school to ensure they reflect the diversity of the school	
	Formation of the Diversity and Equality group consisting of staff members, governors and parents.	

Gender Reassignment <ul style="list-style-type: none"> - SEND Policy - SEND Information Report - Admissions Arrangements - Data Protection Policy 	Admissions	
	Children who identify as non-binary are respected. Support is offered to parents	
	Children dress as they wish within the school uniform dress code.	
	Focus on UNCRC, Global Goals and British Values throughout school life.	
		Blind shortlisting during recruitment process.
	Jigsaw PSHRE scheme.	
	The school frequently reviews the curriculum to look for opportunities to diversify	
	Global Citizen Newsletter.	
	Formation of the Diversity and Equality group consisting of staff members, governors and parents.	

Pregnancy, Maternity and Paternity	Many staff have had children over the past five years and time has been given for medical appointments, parenting classes.	
	Flexibility for staff to work late into their pregnancy or finish early depending on need.	
	Risk assessments and reasonable adjustments are made.	
	Paternity leave is encouraged and can be taken flexibly at the discretion of the school.	

Age	
Age	<p>There is a good range of ages amongst the school staff and all opinions are listened to equally.</p>
	<p>Children are given the opportunity to share opinions and think for themselves. (e.g. pupil interviews; School Council)</p>
	<p>Blind shortlisting during recruitment process and use of non-suggestive language in adverts.</p>
	<p>Assemblies (e.g. Sir Tom/ Greta Thunberg)</p>
	<p>Jigsaw PSHRE scheme.</p>
	<p>Retired staff are encouraged to return in a voluntary capacity or tutor role if needed.</p>
	<p>Global Citizen Newsletter.</p>
	<p>The school frequently reviews the curriculum to look for opportunities to diversify</p>
	<p>The school frequently reviews the resources used in school to ensure they reflect the diversity of the school</p>
	<p>Formation of the Diversity and Equality group consisting of staff members, governors and parents.</p>
Religion and Belief	
Religion and Belief	<p>Effective systems in place to deal with and record faith based behaviour incidents</p>
	<p>Focus on UNCRC, Global Goals and British Values throughout school life.</p>
	<p>RE curriculum linked to SACRE (Standard Advisory Council on Religious Education) and linked with NATRE (National Association for Teaching Religious Education). School based RE units: Humanism, Dreamtime and Alevism.</p>
	<p>Blind shortlisting during recruitment process.</p>
	<p>Guest speakers and educational visits to places of worship.</p>
	<p>Global Citizen Newsletter.</p>

	The school frequently reviews the curriculum to look for opportunities to diversify	
	The school frequently reviews the resources used in school to ensure they reflect the diversity of the school	
	Safeguard awareness and training delivered with clarity of religion based practices such as FGM.	
	Formation of the Diversity and Equality group consisting of staff members, governors and parents.	
Sexual Orientation	Effective systems in place to deal with and record homophobic behaviour	
	Focus on UNCRC, Global Goals and British Values throughout school life.	
	Pride Month celebrated.	
	Assemblies (e.g. Josh Cavallo/ Justin Fashanu)	
	Global Citizen Newsletter.	
	The school frequently reviews the curriculum to look for opportunities to diversify	
	Formation of the Diversity and Equality group consisting of staff members, governors and parents.	
Marriage and Family Background	Knowing staff situation and recognise the complexities some people face and make allowances accordingly.	
	Jigsaw PSHRE Scheme	
	Planning of experiences woven into the curriculum	
	Work with local charities such as Felix Project and Enfield Food Bank.	
	Spending of the PP budget is managed, monitored and reviewed yearly.	
	Financial support for wider opportunities to develop cultural capital, including trips and extra-curricular clubs.	

	Sing our Story family PP project	
	Support from Learning Mentors & Wellbeing Practitioners	
	Equal access to school correspondence & events for split families	
	Work with local charities such as Felix Project and Enfield Food Bank.	

Equality Objectives for the School 2021-25

Intent	Implementation	Impact
<p>Try and ensure that the diversity of the:</p> <ul style="list-style-type: none"> - Teaching and leadership staff - Non-Teaching staff - Governors <p>is more representative of the makeup of the pupils and community we serve.</p>	<ul style="list-style-type: none"> - Cultivate a welcoming environment - Review the language used in adverts and identify alternative platforms to advertise in order to reach a more diverse audience. - Ensure the website reflects our culture - Lead an in-house census to get a more specific set of data for pupils and teachers. - Exit interviews with external bodies. - Staff training for subconscious bias/ micro-aggressions and the impact. Make this visible via website and social media. - Racial incidents are adjudicated impartially and without the fear of repercussions or judgement. - Register with the 'Global Equality Collective'. 	<ul style="list-style-type: none"> - Diversity will be more visible in the school, so that it mirrors better the pupils and the local community. - Stakeholders will be proud to be associated with George Spicer and this will be reflected when we externally demonstrate our values and beliefs.
<p>That we engage more with the local community, especially those represented in the seven categories.</p>	<ul style="list-style-type: none"> - Guest speakers from the local community – amalgamate a bank of options. - Use mediums like the school councils to be more active in the local community. - Use Twitter and website to advertise the opportunity to come in. - Look at engaging with social media users such as 'Next Door' or 'Love Your Doorstep'. - Revamp and reintroduce a more purposeful 'International Evening'. 	<ul style="list-style-type: none"> - That George Spicer becomes a more active member of the community that it serves.
<p>To demonstrate our culture of equality and diversity more visibly within the school buildings.</p>	<ul style="list-style-type: none"> - Demonstrate on our Learning Objectives our commitment to - Look at permanent displays celebrating diversity and the successes of people from the protected characteristics. - Look at engaging with social media users such as 'Next Door' or 'Love Your Doorstep'. - Linking with other schools to see good practice. 	<ul style="list-style-type: none"> - People from the protected characteristics will be celebrated visibly for their contributions rather than defined by their protected characteristic.
<p>To ensure new pupils with EAL are thoroughly assessed and given the best opportunities to develop their language and access the George Spicer Curriculum to the fullest.</p>	<ul style="list-style-type: none"> - Employ an EAL teacher. - Ensure that EAL children are not grouped with SEN or LA groups if their knowledge is better in their own language. - Effectively measure the proficiency in English for children who are identified as EAL. 	<ul style="list-style-type: none"> - The assessment of EAL students is effective and purposeful. - The needs of EAL pupils will be met effectively and enable them to access general lessons more quickly.