Grafton Primary School

Equality Information and Objectives

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2019/2021
Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At **Grafton School**, we:

- Ensure that everyone is treated fairly and respectfully
- Ensure that our school is a safe and secure place for everyone
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- Ensure sure that no-one experiences less favourable treatment or discrimination because of:
  - Age (employees)
  - Disability
  - Ethnicity, colour or national origin
  - Gender, including gender reassignment
  - Marriage and civil partnership (Employees/parents)
  - Pregnancy and maternity
  - Religion or belief
  - Sexual identity and orientation.

- Recognise that some pupils need extra support to help them to achieve and be successful
- Ensure that people from different groups are consulted and are involved in our decisions; especially pupils, parents and those of us who can be treated less favourably

We welcome our duties to:

- Promote community cohesion (under the Education and Inspections Act 2006)
- Eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this duty we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

For more information please contact:

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Part 1: Information about the pupil population

Number of pupils on roll at the school: **532**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. The Act protects everyone against unfair treatment.

**Disability**

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

Number of pupils with disabilities = **98**

These include:

- ASD (Autistic Spectrum Disorder)
- Anaphylaxis
- Cerebral Palsy
- Visual and Hearing Impairments
- Dyslexia
- Speech and Language impairment
- Emotional and behavioural needs
- Global Development Delay

**Ethnicity**

<table>
<thead>
<tr>
<th>Islington 2010 categories</th>
<th>Micro Categories</th>
<th>Boys</th>
<th>Girls</th>
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<td></td>
<td>Serbian/Yugoslavian</td>
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<td></td>
<td>Traveller of Irish heritage</td>
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<td>Indian</td>
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<td>Kashmiri</td>
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<tr>
<td>Sri Lankan Sinhalese</td>
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<tr>
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<tr>
<td>Chinese</td>
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<td>Hong Kong Chinese</td>
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<td>White &amp; Other</td>
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<td>Asian &amp; Chinese</td>
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<td>Asian &amp; Black</td>
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<td>Chinese &amp; Other</td>
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<td>Korean</td>
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<td>Latin/South/Central America</td>
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<td>Lebanese</td>
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<td>Malay</td>
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<td>Morrocan</td>
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</table>
Information on other groups of pupils
In addition to pupils with protected characteristics, we wish to provide further information on ‘Those whose needs, dispositions, aptitudes or circumstances require additional support.’

**Pupils from low-income households**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Percentage of school population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils currently eligible for free school meals</td>
<td>76</td>
<td>69</td>
<td>145</td>
<td>28%</td>
</tr>
<tr>
<td>Number of pupils on roll who have been eligible for free school meals in the last six years Pupil Premium</td>
<td>157</td>
<td>145</td>
<td>302</td>
<td>58%</td>
</tr>
</tbody>
</table>

**Pupils with Special Educational Needs (SEN)**

<table>
<thead>
<tr>
<th></th>
<th>Number of pupils</th>
<th>Percentage (%) of school population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children on the SEN Register</td>
<td>125</td>
<td>25%</td>
</tr>
<tr>
<td>Number of children with a Statement</td>
<td>6</td>
<td>1%</td>
</tr>
<tr>
<td>Education and Health Care Plan EHCP</td>
<td>4</td>
<td>1%</td>
</tr>
</tbody>
</table>
Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues and that we are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimization and other conduct towards pupils with protected characteristics prohibited by the Act Grafton School ensures that:

- Our governing body is aware of the Equality Act 2010
- We have effective data analysis and record-keeping that is linked to ‘Protected Characteristics’ (See Raise online)
- We have other related policies, such as: a Positive Behaviour Policy, SRE, PHSCE, EMAS Policy, Health and Safety Policy and we have a Safeguarding and Child Protection Policy
- We have a comprehensive SEN and Inclusion policy that outlines the provision for children with special educational needs
- We observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances and we keep an accurate record of the protected characteristics of our pupils and employees that are relevant to us
- Our awareness of the need for the school to have due regard for gay, transgender, lesbian and same sex families is embedded in our inclusive curriculum. We have quality resources and story books that reflect the differences and similarities between people, ways of life and different family structures.
- Training for staff on how to tackle all forms of bullying, including disability related, religious and homophobic bullying

<table>
<thead>
<tr>
<th>Pupils with English as an additional Language (EAL)</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Percentage of school population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils who speak English as an additional language</td>
<td>141</td>
<td>139</td>
<td>280</td>
<td>52.6%</td>
</tr>
<tr>
<td>Number of pupils who are at an early stage of English language acquisition</td>
<td>44</td>
<td>37</td>
<td>81</td>
<td>16%</td>
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</tbody>
</table>
Grafton School ensures that the teaching of disability permeates our inclusive curriculum. We are committed to working for the equality of people with and without disabilities.

Grafton pupils, staff and community wholeheartedly embrace difference and we ensure that people who live with disability are represented in the school through the curriculum, literature, positive images, display, drama workshops and through assemblies. We invite guest speakers into school who have disabilities, we have invited dancers in wheelchairs to host assemblies and to speak to the children in order to raise awareness and raise the profile of disability. The children visit special schools, for example ‘The Bridge School’ and we have links with local care homes for older people, for example St. Anne’s Residential Care Home and Lennox House.

To meet our duties under the Equality Act 2010 we show advance equality of opportunity by:

- Early identification of need through regular consultation with parents and staff
- Consistent and high quality training for all members of staff from partnership specialists; this training is subsequently reinforced and learning is monitored
- Our members of staff meeting with parents and specialists to ensure that appropriate artefacts/resources, teaching methods and techniques are implemented in order to meet the needs of the children
- Having an appropriately differentiated curriculum so that all children are included. There is regular and continuous monitoring and adjustment of the school environment to ensure that the curriculum is accessible to all
- Ensuring that all pupils, including pupils with disabilities, have a voice and are provided with formal and informal opportunities to express their feelings and opinions about their learning and their school
- Involving disabled learners, their families and disabled staff in the changes and improvements that we make and consult with them on any issues that may be affecting them

In this way we are continually increasing and improving the extent to which disabled learners can participate in the curriculum and in school life.

We are fostering good relations and community cohesion by:

- Providing an inclusive curriculum that has positive images and literature about people with disabilities
- Having a curriculum that celebrates difference and diversity and this is incorporated into PHSE, Sex Education, Citizenship, Philosophy and local history
- Ensuring that our policies, for example, Positive Behaviour Policy, promote tolerance and tackle prejudice
- Ensuring that, as well as curriculum based activities, for example: Philosophy, circle time, literacy and history; the school also provides enrichment activities, for example visitors to the school, Paralympic dancers (October 2012)
- Celebrating Disability Awareness Week and having regular School council meetings which tackle any pertinent issues that the children may have
- Visits to special schools for example ‘The Bridge School’
- Training for teaching staff ‘Equali Teach’ on how to respond to disability related bullying
- Visits to residential homes for older people some of whom have disabilities. St.Annes
- FGM training for all members of teaching staff, support staff and training for parents and pupils.
Ethnicity and race (including EAL learners)
Summary information:

Grafton School aims to offer full equality of opportunity to all members of the school community and we ensure that everyone is treated fairly and with respect. We adopt positive attitudes towards our pupils’ language and ethnic backgrounds in a welcoming and inclusive environment where all members of the school feel safe and valued.

To meet our duties under the Equality Act 2010 we show we have due regard by advancing equality of opportunity through:

- Monitoring the attainment and progress of all our pupils by ethnicity and in so doing we ensure that gaps in attainment between different groups are reduced
- Setting targets to improve the attainment and progression rates of particular groups of pupils and their parents, should trends occur
- Booster and catch up literacy/numeracy classes for those children that would benefit
- Homework Classes
- Rigorous data analysis: Should data analysis reveal a difference in parental involvement amongst particular groups of parents, we develop initiatives to tackle the motivation and engagement of particular groups; for example: Visits to Cambridge University to encourage parents to aim high, Bring a Dad to school Day, Bring a Parent to school Day, ESOL classes, Parenting classes, Literacy Classes for parents, Strengthening families courses/Parenting classes, Bengali maths classes for parents, Turkish maths classes for parents, Turkish GCSE classes, Computer classes for parents, Art classes for parents, Pop up literacy classes for Somali families

We foster good relations and community cohesion by:

- Developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- Providing all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- Ensuring that the curriculum challenges racism and stereotypes
- Ensuring the curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain
- Taking part in in events such as Black History Month and Refugee week
- Having regular, carefully planned Assemblies for example assemblies supporting Nelson Mandela Foundation/Wateraid/NSPCC
- Celebrating religious festivals
- Organising Community Events/Fair_ We are part of The Nags Head Forum which organises events that bring the community together for example the Christmas Extravaganza and the flower market.
- Having bilingual community workers/using translators
- Linking with the old age peoples home
- Providing parent classes for all groups
- Monitoring the Gifted and Talented
- Ensuring equal voice for children e.g. School Council and pupil questionnaires, philosophy, circle time, debating sessions
- Distributing and analysing parent questionnaires
- Commending pupils for BME awards for black achievement
- Having regular and organised coffee mornings which relate to the needs of a particular community eg. FGM
Celebrating languages/Language of the Month
World Day (Culture and Diversity day of celebration. Parents and school and local community coming together to enjoy cultures from around the world.

Calendar of Community Events
Harvest Supper (October)
Black History Month (October)
Bring a Parent to School Day (Oct/Nov)
Autumn/Winter Ball (Oct/Nov)
Nags Head/Holloway Christmas Extravaganza
Islington Major’s Parade
Disability Week
International Women’s Day (March)
Refugee week (June)
World Day (June/July)
Summer Fair (July)

Gender Summary information:
We are committed to working for the equality of all boys and girls. To meet our duties under the Equality Act 2010 we Advance equality of opportunity by:

- Regularly monitoring and tracking data, both qualitative and quantitative to ensure that boys and girls are achieving in all areas of the curriculum
- Setting targets to improve the attainment and rates of progress of particular boys and girls
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children’s learning and progress. Where monitoring highlights a gender imbalance in a particular area, strategies are put in place to address the imbalance. For example; We identified a difference between mothers and fathers present in school and addressed this imbalance by organising a ‘Bring a Dad to School Day’
- Having a range of initiatives and activities for encouraging boys and girls to participate in reading activities. ‘Writing belts’ have been bought for the children so that both the boys and the girls can write ‘on the go’ using their writing belts.
- Boys and girls are consulted on issues that might affect their underachievement or wellbeing through the School Council, pupil questionnaires and focus groups
- Ensuring that pupils have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment
- Year 5+6 pupils attend the Camden Careers Conference.
- Ensuring that both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children’s learning and progress

We are fostering good relations and community cohesion by:

- Encouraging pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
- Ensuring the inclusion of positive, non-stereotypical images of women, men, girls and boys across the curriculum
• Purchasing books aimed at both boys’ and girls’ interests and by monitoring book corners in each classroom and the library
• Our sports teams and after school clubs are open to both boys and girls.
• Ensuring that we respond to any sexist bullying or sexual harassment in line with the school policies
• Encouraging pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
• We acknowledge ‘International Women’s Day’, inspirational speakers, films and stories are told in assemblies and in lesson time.

Religion and belief
Summary information:
We are committed to working for the equality of people based on their religion, belief and non-belief.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to Advance equality of opportunity by:
• Ensuring that our RE curriculum supports pupils to build their sense of identity and sense of belonging to a multi-faith school and society, by studying other religions and belief systems. We learn about cultural and religious diversity through the learning environment, displays, assemblies, stories, R.E Curriculum, Youth groups Dance/Singing groups and by celebrating religious festivals for example Divali and Eid.
• Invite a range of Religious leaders into school Priests, Imam, Rabbi for example to speak to and teach the children about world religions.
• Regular visiting places of worship (Highgate Synagogue and Regents Park Mosque for example).

In this way we encourage the children of Grafton to respect difference and to explore commonalities.

We are fostering good relations and community cohesion by:
• Building on children’s own cultural backgrounds to develop an understanding of themselves and each other
• Our curriculum in general, and specifically through the teaching of RE and PSHCE, is supporting pupils to be accepting of one another’s lifestyles, shared values and beliefs.
• Our school values and ethos, along with the RE curriculum enable pupils to develop respect for others and helps to challenge prejudice and discrimination.
• Having special assemblies to mark the main religious festivals ie. Christmas, Diwali, Eid, Yom Kippur.
• Tackling any form of bullying based on religious discrimination and we tackle prejudices relating to racism and xenophobia, including those directed at particular religious groups and communities
• Valuing and respecting pupils and parents of different faith groups within our school
• All members of staff have completed online ‘Channel’ training and have received certification for ‘Prevent Training’
• Training from the Teacher Development Centre on the Prevent Duty (March 21st 2016) for staff and governors.
Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Record of consultation and engagement

Our main activities for consulting and engaging are:

- Pupil questionnaires and focus groups (Reviewing Positive Behaviour meeting with parents)
- Parent questionnaires
- Parents evening
- Special training evenings for example Sex Education Sessions for parents. (July 14th 2016)
- Parents’ forums and coffee mornings
- Newsletters
- School Council
- Consultation with the wider community eg Holloway Town Team meetings
- Governors Meetings
- Meetings with the H.S.A
- Coffee Mornings/Workshops

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

<table>
<thead>
<tr>
<th>Date</th>
<th>Policy or decision</th>
<th>Equality issues we considered</th>
<th>Action taken or changes made</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st March 2016</td>
<td>Staff Training/Governors Training Prevent---- Tim Spafford</td>
<td>Prevent Duty</td>
<td>All staff completed online training. Channel General Awareness Module</td>
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<tr>
<td>April 26th 2016</td>
<td>Equaliteach Staff meeting Equaliteach workshops for Year 4 FGM Training for staff FGM Training for parents</td>
<td>Homophobia</td>
<td>Teachers planning to show when topics to be covered in their planning</td>
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<tr>
<td></td>
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<td>Homophobia</td>
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<td>FGM Training</td>
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<td>July 14th 2016</td>
<td>Review and update Sex and Relationship Education Policy</td>
<td>Sex Education Workshop for parents</td>
<td></td>
</tr>
<tr>
<td>September 6th 2016</td>
<td>Review and update Sex Education Policy</td>
<td>INSET for Teaching Assistants on FGM</td>
<td>Raise awareness on issues that face young girls in some communities</td>
</tr>
</tbody>
</table>
Part 5: Our Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:
To reduce the possibility or risk of Islamophobia occurring in school in the light of steep rise in incidences recorded across the borough.
A rise has not been recorded at Grafton, it is essential to attempt to reduce the possibility by doing vital work in this area.

Progress we are making on this objective:
Prevent Training for all staff and school governors
Training for SLT on the Prevent Duty
Training for children in the classroom

Actions

- School Policy to ensure regular ‘Prevent’ training for all staff, parents and children
- Organise workshops for school governors, SLT, staff and for children.
- Greater emphasis on increasing resilience in children through subjects such as P4C & Circle Time

Equality objective 2:
To reduce homophobic name calling

Progress we are making on this objective:
Training has been provided by Equaliteach for all members of staff
Workshops have been carried out in Years 4

Actions

- Training for lunchtime supervisors
- Circle time in the classroom/Use of persona dolls
- Playground Friends
- Increased Playtime activities and games provide more playground resources
- PHSE/Philosophy curriculum to include more stories and discussion around homophobia and the forms that it may take and the impact that it may have on others.
Equality objective 3:
*To raise awareness of FGM which can affect female pupils and parents in the school community*

**Progress we are making in this objective**
- All teaching staff have received training on FGM
- All Teaching Assistants have received training on FGM
- Parents have received training at workshop delivered by Joy Clarke from The Whittington Hospital (see record of consultation)

**Actions**
- All teaching staff to monitor attendance of their female pupils and be aware of holidays taken mid-term or otherwise to countries where this practice is carried out
- Update SRE policy
- Workshops/training for children through SRE/PHSE

Equality Objective 4
*To continue to raise expectations for all pupils with a focus on underperforming groups.*

**Actions**
- Monitoring of data, both annually and termly
- Curriculum planning to ensure that specific groups are supported at class level
- Pupil Profiles for targeted children.
- Continue to analyse Raise online data and put into place interventions or learning support to increase progress of any underperforming groups.