



# **THE BROOK AND THE WILLOW ON BROADWATERS**

## **Equality information and objectives**

**Updated : September 2015 (Brook)  
Review date: September 2015 (Brook)**



## **Broadwaters Inclusive Learning Community Policy Statement on Equality Information and Objectives**

### **The Vision of the BILC**

The Inclusive Learning Community on Broadwaters has the highest aspirations for all pupils, being formed from The Willow Primary School, The Brook Special Primary School and the Broadwaters Children's Centre.

Broadwaters ILC is committed to maximise the educational opportunities for all pupils through the use of innovative practice, appropriate resources and the collaborative work, learning and social interaction that the 21<sup>st</sup> century community brings.

The ILC draws its strength from the local community, and has a firm base fashioned from cutting edge pedagogy, highly experienced leadership and staff knowledge. The curriculum, teaching practice and breadth of vision are inspirational for pupils, staff and parents alike, drawing on the combined experience and knowledge of all those committed to making the ILC outstanding.

The Broadwaters policy reflects the inclusive intent of the whole community as it encompasses both schools and children's centre within its scope. Haringey is an area rich in cultural diversity, and, although our children will come from across the Local Authority, the two schools within the Broadwaters community will face all the benefits and challenges of inner city life from the range of different experiences, cultures, religions, customs and languages which pupils, parents/carers and staff bring to the school.

### **Section 1 – Introduction**

Broadwaters Inclusive Learning Community welcomes its general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

In the implementation of this duty we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations at every level of the inclusive learning community and at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents/carers and other users of the school.

We are continually working to ensure that all our policies and practices reflect and incorporate equalities objectives in creating a positive working ethos/environment for our staff and pupils. We are committed to challenging all types of discrimination and responding to any member of the school community who may become a victim of such action.

We will ensure that every pupil and member of staff irrespective of race, disability, gender, gender reassignment, religion, or sexual orientation is able to achieve to the highest level and that strategies are in place to raise awareness and to tackle discrimination and under achievement. The school aims to make sure that every pupil has access to the necessary support required to enable them to achieve the highest standards possible.

We serve a community which is very diverse, with staff and families from many different social, economic, ethnic, cultural and religious backgrounds. As well as coming from these diverse backgrounds, pupils from The Brook have profound and multiple, severe and/or complex disabilities and autism, as have some of the pupils from The Willow, which adds an additional dimension to the needs of the families and the requirements of the staff. At Broadwaters Inclusive Learning Community, we are proud to respect and value this additional diversity and make every effort to ensure that each of our children is given the fullest opportunity to reach her or his own potential.

We reach out to all our families and welcome and encourage them to become part of the school community. We work hard to build a caring, stimulating and enabling environment for our children, constantly monitoring their individual performance, their achievements and their progress, giving praise and support, ensuring access through pupil voice and other means, support and advice as it is needed.

Staff are fully aware of their duties, values and aims. They also know that as well as living and working by them, we have to be able to demonstrate that we do so, and not just by our attitudes, words and actions. We maintain up-to-date policies covering every aspect of how the school is run, including such issues as Child Protection and Safeguarding, behaviour, bullying and grievances plus the Pupil Charter and Guidelines for Intimate Care. Each year we agree a comprehensive school development plan and assess our performance against it. Every member of staff be they teaching or support staff assesses their own individual performance through performance management. We evaluate the impact of all our work in terms of equalities annually.

When recruiting new staff members, whether teachers or support staff, and when promoting existing staff, we advertise posts appropriately and do everything practicable to ensure that all candidates are selected on merit and are given equal opportunities to represent themselves. In cases where two or more candidates appear to offer comparable qualities, appointment will be made with a view to achieving a truly representative staff complement. All staff receive extensive training to ensure they provide the best possible service to the school and its children and to make the most of their own potential.

School Governors from both the schools, as "critical friends", keep themselves informed on all school matters, so that they can satisfy themselves, on behalf of the community, that all this is being achieved. All Governors undertake regular training to ensure that they keep up to date with developments, whether legislative or professional. As far as possible, the Governing Bodies are constituted so as to be representative of the school community as a whole. "Equality" is a regular item on the agenda of Governing Body meetings and the schools have appointed an Equalities Governor who supports and monitors the school's work in this area.

Our intention is that adults working in the school either as an employee, a student or volunteer include as far as possible, appropriate representations of ethnic groups and disabled people. We believe that this will promote good role models for all students.

We will strive to include pupils, staff, parents/carers, governors and other stakeholders in the development of this scheme. They need to be involved from the beginning of the process which includes the preparation, development, publication, review and reporting of the duty. The aim is to ensure that we meet the diverse needs of our children and wider community.

BILC IS committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact:

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**The Willow**

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DRAFT

**Section 2: 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.

**Part 1: Information about the pupil population**

**THE BROOK SPECIAL PRIMARY SCHOOL**

Number of pupils on roll at the school: 100

**Information on pupils by protected characteristics**

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so 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:

There are pupils at our school with different types of disabilities and these include:

- Profound and multiple learning disabilities
- Severe learning disabilities
- Autism
- Epilepsy and medical conditions
- Cerebral palsy and physical disabilities

<b>Pupil Special Educational Needs (SEN) Provision</b>		
	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
No Special Education Need	0	0
School Action or Early Years Action	0	0

School Action Plus or Early Years Action Plus	0	0
Statement/EHC Plan	<b>106</b>	100%

<b>Ethnicity and race</b>							
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Asian or Asian British</b>				<b>Mixed</b>			
Bangladeshi heritage	6	2	8	Other mixed heritage	5	1	6
Indian heritage	2	0	2	White and Asian	1	0	1
Other Asian heritage	2	0	2	White and Black African	5	1	6
Pakistani heritage	3	0	3	White and Black Caribbean	1	0	1
<b>Black or Black British</b>				<b>Any Other Ethnic Group</b>			
Ghanaian heritage	2	0	2	<b>White</b>			
Nigerian heritage	9	0	9	British heritage	6	2	8
Somali heritage	11	0	11	Irish heritage	1	0	1
Caribbean heritage	8	3	11	White Other	4	6	10
Other Black heritage	17	3	20	Gypsy/Roma	0	0	0
<b>Chinese/ Vietnamese</b>	2	1 1	3 1	Traveller of Irish heritage	0	0	0

<b>Information withheld</b>		<b>Information not yet obtained</b>	1
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<b>Gender</b>	
Male	85
Female	21

<b>Pregnancy and maternity</b>	
	<b>Number of pupils</b>
Pupils who are pregnant	0
Pupils who have recently given birth	0

<b>Religion and Belief</b>			
Buddhist	1	Sikh	0
Christian	47	No religion	10
Hindu	0	Other religion	5
Jewish	1	Unknown	10
Muslim	32		

### **Gender identity or reassignment and Sexual orientation**

We do not collect data on the sexual orientation, trans-sexual or trans/gender reassignment profile of our school communities. However, as part of our wider responsibility we will always seek to ensure that children, adults and families of all heritages, linguistic and economic backgrounds, abilities and preferences feel safe and are welcome in our school community.



## THE WILLOW PRIMARY SCHOOL

### Part 1: Information about the pupil population

Number of pupils on roll at the school: **403**      Children centre: **83**

### Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so 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: **3**

There are pupils at our school with different types of disabilities and these include:

- Autism
- Sickle Cell and medical conditions
- Downs Syndrome and physical disabilities

<b>Pupil Special Educational Needs (SEN) Provision</b>		
	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
No Special Education Need	360	75.5%
School Action or Early Years Action	79	16.5%
School Action Plus or Early Years Action Plus	24	5%
Statement	14	3%

<b>Ethnicity and race</b>								
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>	
<b>Asian or Asian British</b>				<b>Mixed</b>				
Bangladeshi heritage	13	12	25	Other mixed heritage	35	43	78	
Indian heritage	0	2	2	White and Asian	0	1	1	
Other Asian heritage	2	0	2	White and Black African	0	1	1	
Pakistani heritage	1	2	3	White and Black Caribbean	7	5	12	
<b>Black or Black British</b>				<b>Any Other Ethnic Group</b>		24	26	50
Ghanaian heritage	9	19	28	<b>White</b>				
Nigerian heritage	4	4	8	British heritage	14	8	22	
Somali heritage	16	22	38	Irish heritage	1	0	1	
Caribbean heritage	21	22	43	White Other	8	6	14	
Other Black heritage	4	7	11	Turkisk/ Cypriot	?	?	?	
<b>Chinese</b>	1	0	1	Gypsy/Roma	0	1	1	
				Traveller of Irish heritage	0	0	0	

<b>Information withheld</b>	2	<b>Information not yet obtained</b>	0
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<b>Gender</b>	
Male	233
Female	241

<b>Pregnancy and maternity</b>	
	<b>Number of pupils</b>
Pupils who are pregnant	0
Pupils who have recently given birth	0

<b>Religion and Belief</b>			
Buddhist	1	Sikh	
Christian	132	No religion	65

Hindu		Other religion	113
Jewish	<b>2</b>	Unknown	11
Muslim	<b>150</b>		

### Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so 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: **TBC**

There are pupils at our school with different types of disabilities and these include:

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#### Gender identity or reassignment and Sexual orientation

We do not collect data on the sexual orientation, trans-sexual or trans/gender reassignment profile of our school communities. However, as part of our wider responsibility we will always seek to ensure that children, adults and families of all heritages, linguistic and economic backgrounds, abilities and preferences feel safe and are welcome in our school community.

## Information on other groups of pupils

### Information on other groups of pupils: The Willow

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who speak English as an additional language	145	157	302	63.7%
Number of pupils who are at an early stage of English language acquisition	8	8	16	3.4%

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils eligible for free school meals	102	88	190	40%

### Looked after children

5

### Young carers

1

### Other vulnerable groups

41

## **The Brook**

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Given the nature of the SLCN needs of children at the Brook School it was felt that information on EAL children was not appropriate or helpful

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who come from families where English as an additional language	23	16	39	37%
Number of pupils who are at an early stage of English language acquisition	N/A	N/A	N/A	N/A

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils eligible for free school meals	43	9	52	49%

### **Looked after children**

<b>0</b>
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### **Young carers**

<b>0</b>
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### **Other vulnerable groups**

<b>106 vulnerable children</b>
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**Part 2: Our main equality challenges (this section is optional – again decision about whether to include) you may wish to include further challenges**

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

**The Willow:**

Our main equality challenges for 2012/13

- Boys attainment
- White other attainment and progress
- White British attainment in writing
- Parenting and parental involvement in children's learning and progression.
- Inclusion across the ILC

**The Brook:**

Our main equality challenges for 2015/16

- Parenting and parental involvement in children's learning and progression.
- Support for those families who have children with extreme challenging behaviours
- Continuous working with staff on the issues raised within the policy document especially around homophobia and transgender as these are new areas within the equalities documentation
- Inclusive placements across the ILC
- Pupil Voice
- Progression for pupils who have not met their expected targets especially the most able boys and the girls across all key stages

### **Part 3: How we have due regard for equality,**

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

#### **Broadwaters ILC**

##### **CODE OF PRACTICE FOR DISCRIMINATION**

At Broadwaters ILC, pupils, staff, parents/carers and the whole school community has the right to either attend school and/or take part in all its activities free from discrimination, harassment or victimisation. The ILC accepts a clear responsibility to take an active part in confronting discrimination of any kind and eliminating any unlawful practices.

Discrimination - actions which have the effect of treating people less favourably on the grounds of age, class, disability, ethnic origin, gender, gender identity or reassignment; HIV status, marital or civil partnership status, political or religious beliefs, race, sexual identity and orientation, trade union activity, unrelated criminal convictions; being pregnant or having recently had a baby.

Harassment - defined as unreciprocated and unwelcome comments, looks, actions, suggestions or physical contact which are found objectionable and offensive. Harassment can be directed against individuals or offensive to the whole school community and can be termed a form of bullying.

Victimisation - consists of taking action against a person or treating them less favourably for exerting their rights or for taking action in support of the rights of people in the groups defined under discrimination.

Broadwaters ILC's Code of Practice refers to all manifestations of the above whether they be:

- pupil to pupil
- pupil to staff
- staff to pupil
- staff to staff (all within the school community including catering, cleaning, transport, site management, lunch-time and peripatetic staff)
- parent to staff
- staff to parent
- pupil to parent
- parent to pupil

Actions which are clearly unacceptable and/or hurtful to both staff and pupils include:

- derogatory and discriminatory name-calling, insults, comments
- comments, jokes and the introduction of lewd objects
- ridicule
- discriminatory graffiti or any other written insult
- unwelcome comments about dress/appearance
- negative body language
- provocative behaviour such as the wearing of badges or insignia which are designated to be discriminatory
- bringing in of materials such as leaflets, comics or magazines which are judged to be discriminatory or designed to diminish – this includes pornography
- attempts to recruit others to organisations and groups practising discrimination
- making threats against a person or group
- physical assault against a person or group
- offensive/hurtful actions against a person or group
- unwelcome suggestions or physical contact including varying degrees of sexual assault

Any of the above can:

- cause physical and/or mental stress
- undermine confidence
- interfere with job performance or learning
- create a stressful, intimidating, undermining and unpleasant working atmosphere
- emphasise a person's gender/sexuality/race/class/disability over their role as staff/pupil

What to do if you are being harassed/discriminated against or if you feel that a pupil is being harassed or discriminated against:

Don't feel you should 'grin and bear it'. Complaining about it is NOT making a fuss about nothing. If YOU are offended or feel threatened, that's all that counts. DON'T FEEL GUILTY. It is the harasser who should be ashamed NOT YOU.

- If you feel able to, tell the person whose behaviour is offending you to stop. Make sure they know that you find their behaviour objectionable and why. You may want to take a friend/colleague with you when you speak to the harasser.
- If you don't feel able to take action, tell someone what has happened. Tell the equal opportunities coordinator or a trusted colleague and discuss with them what action you want to take.
- If you see or overhear an incident which you feel to be discriminatory and against the ethos of the school please talk to the Equal Opportunities Coordinator
- If you wish to make a FORMAL complaint, see the Head teacher of the relevant school or the Equal Opportunities Coordinator so that an investigation can be made following proper procedures.
- Use the Whistle blowing procedures
- You may wish to consult your union
- If a student is being harassed and cannot communicate verbally, someone working alongside and trusted by the student has a responsibility to act for them.



### What management will do:

- Ensure that all staff are confident to deal with issues of discrimination and know how to identify and challenge racial, sexual, disability and homophobic bias.
- Ensure that all staff are trained to deal with the above and feel supported in challenging.
- Support the victim by fully listening, believing, ensuring complete confidentiality and taking necessary action
- Interview the harasser, who will be invited to bring a friend or representative
- Make sure that the harasser is aware of the serious and unacceptable nature of their action
- Consider a transfer of the harasser to protect the victim from further harassment
- Carry out an investigation of the incident immediately
- Institute disciplinary procedures if necessary following LA guidelines
- Monitor all reported incidents (written or verbal)

### **Employment Practices**

At Broadwaters ILC we ensure that we observe the principles of equality in how we employ, develop and treat our staff. The schools aim to ensure that no discrimination results from its selection and recruitment process. The school ensures that all those involved in recruitment and selection are aware of the procedures that need to be in place to ensure safeguarding and that unbiased decisions are made.

The school is committed to recruiting staff from a range of different cultures which provide positive role models for all children.

At Broadwaters ILC the following arrangements ensure that the schools observes equality of opportunity in terms of employment practices:

- Recruitment and selection
- Types of selection processes used
- Arrangements for training and developing the practices of staff

The ILC has a clear performance management and staff development policy which values the skills and contributions of all staff. The wide ranging inset is managed by the Deputy Heads and opportunities for training are available to all staff and are carefully matched to individual professional development and the needs of the school. The skills of all staff, including support staff and part-time staff are recognised and valued.

The school has adopted Haringey wide policies which include monitoring arrangements for:

- Selection and recruitment
- Selection for redundancy, restructuring, redeployment and retirement
- Training and development
- Promotion
- Performance management and appraisal
- Award for pay, bonus and allowances

- Grievance
- Disciplinary
- Harassment
- Discrimination

### **Contracting and Procurement**

As an inclusive learning community we take due regard to the various equality duties when procuring goods and services from external suppliers. The school employs its own staff for cleaning services following guidelines set down by Haringey Council.

As a school we ensure that contract conditions require contractors to comply with the Sex Discrimination Act and the Equal Pay Act, The Race Relations Amendment Act and the Disability Discrimination Act and to secure similar compliance by any sub-contractors.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantage and meet the needs of particular individuals and groups of pupils.

## Disability

We are committed to working for the equality of people with and without disabilities.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

The Disability Discrimination Act 2005 defines a disabled person as someone who has:

- 'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities'

The definition includes a wide range of impairment, including hidden impairments such as:

- dyslexia
- autism
- speech and language impairments
- attention deficit hyperactivity disorder (ADHD)
- cancer
- HIV/Aids

The effect on day-to-day activities includes one or more of the following:

- mobility
- manual dexterity
- physical coordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing, eyesight
- memory or ability to concentrate, learn or understand
- perception or risk of physical danger

These are likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined before.

All of the above disabilities co-exist on Broadwaters with a range of PMLD/SLD/ASD pupils and those with physical and emotional needs.

## How we advance equality of opportunity:

### Broadwaters Learning Community

Inspirational - cutting edge - ground breaking - visionary and innovative – just some of the words being used to describe the inclusive learning community for the 21<sup>st</sup> century on Broadwater Farm.

Opportunities for inclusion and integration for all pupils at The Brook and The Willow are according to the needs of every child and include activities such as:

- Individual and group social and functional integration takes place all the time as The Willow and the Brook share the same building.
- the inclusive Drumming Workshops,
- Somali and Turkish Groups
- Pupils taking lunch together on mixed tables
- Individual Brook children taking part in integrated Willow maths groups according to their need
- Paired classes across Willow and Brook working together for their pupils
- Pupils taking part in joint music and drama sessions
- Key Stage 2 Willow pupils spending lunchtimes working with some of The Brook's most profoundly disabled pupils
- All play/leisure facilities are shared

Broadwaters has a brand new, state of the art building which is totally accessible and will, on completion of Phase 2 include two lifts plus the infrastructure for a third. Some of the facilities are listed below:

- Ramps/doors/rails to all areas
- Ceiling tracking/hoists/slings
- Manual handling resources/policy
- Flexible environment which can be used for whole school, small group activities
- Classrooms for the whole range of needs individually designed for those groups eg ASD classes and PMLD/SLD classes including TEACCH bays and lockable computer facilities
- Accommodation for storage of equipment for pupils with complex needs
- Disabled toilet and changing facilities for pupils and staff
- Accessible signage and wayfaring
- Display/décor for pupils with visual impairment
- Acoustic systems for hearing impaired pupils and others to reduce environmental noise
- Emergency/evacuation procedures
- CCTV and security throughout the school and grounds
- Grounds work/pathways and play equipment
- Individual play areas on the ground floor for each class

### **Specialist Resources – all totally accessible:**

- Multisensory soft play room
- Specialist dark room for visual stimulation
- HE and Art, Design & Technology bases
- Dance and Music studios
- Library and IT suite
- Augmentative communication via technology so that each student has complete access to the whole curriculum via switches or other aids.
- Play therapy room
- Sensory and sound gardens
- Market garden
- Hydrotherapy pool with sound and light systems
- Assembly/sports/dining halls with specialist light and sound facilities
- Trampoline for rebound therapy
- 3 adapted minibuses with tail lifts
- Accessible/adapted toilet/changing areas with plinths and hoists
- Staff disabled toilet facilities and changing rooms
- Specialist individual equipment for pupils ordered by physiotherapist, Speech and Language Therapists, Occupational and Dietary Therapists
- All classrooms have computers/interactive whiteboards with appropriate switches, software and internet access

### **Allocation of Resources across Broadwaters:**

- On the basis of individual pupils' differing abilities and needs across the learning community
- On the basis of individual pupils' entitlement as outlined in his/her statement of special educational needs. This can include access to the curriculum, allocation of staffing, physical and additional support.
- According to Individual Education Plans
- According to assessed needs of the pupils

## **How we foster good relations and promote community cohesion:**

Broadwaters draws its strength from the local community, and has a firm base fashioned from cutting edge pedagogy and highly experienced leadership and staff knowledge. The curriculum, teaching practice and breadth of vision are inspirational for pupils, staff and parents alike, drawing on the combined experience and knowledge of all those committed to making the inclusive learning community outstanding.

The Broadwaters Equality Information and Objectives reflects the inclusive intent of the whole community as it encompasses both schools and children's centre within its scope. Haringey is an area rich in cultural diversity, and, although our children will come from across the Local Authority, the two schools within the Broadwaters community will face all the benefits and challenges of inner city life from the range of different experiences, cultures, religions, customs and languages which pupils, parents/carers and staff bring to the school.

Broadwaters learning resources such as the hydrotherapy pool are already let to organisations from within the community especially those members with disabilities.

The extensive grounds will be run in conjunction with local community organisations such as grounds groups/the parks committees and recreation groups – all interested in furthering work with those from the community with disabilities eg raised beds/accessible habitats and The Wildlife Group has already been set up across the community to develop and run this resource.

## **What has been the impact of our activities? What do we plan to do next?**

Already the impact across the learning community has been extensive – research conducted by Roehampton University and pieces of work from Nordoff Robbins Music Centre verify this.

- Further paired work in class groups within curriculum areas
- Specific interventions across the community
- Whole learning community opera and other productions
- Parenting: acceptance of disability/knowledge of disabilities
- Connecting Classrooms – International work with three schools in Ghana.

## **Ethnicity and race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

The ILC is/has:

- a range of policy documents relating, not only to the curriculum itself, but to students' rights within that curriculum eg the Pupils Charter.
- policy documents, reviewed annually/biannually, by the whole staff group on Equality Information and Objectives/ Race Equality, Gender Equality, Disability Duty.
- a wide, creative and modified but still broad and balanced curriculum delivered by a team of highly skilled and experienced staff. The needs of the students means that priority areas within the curriculum are around Communication, PSHE and Citizenship and independence skills.
- RE and Collective Worship Policies where practice includes a very wide range of visits to places of worship reflecting the multi faith dimension of the school; and to assemblies celebrating those faiths.
- an Ethnic Minority Achievement Teacher at The Brook
- a very positive and proactive behaviour strategy, including Team Teach, which is also offered as part of our Outreach services for Haringey schools.
- International Schools Award 2008 for The Brook which has led to a project entitled ' A Comparative Study of Approaches to Pupil Voice for students with no Verbal Language in Schools Across the European Union' and partnerships with two special schools in Ghana and which is now beginning again on a broader footing and including The Willow.

### **How we advance equality of opportunity:**

- ensure that the ILC creates an environment which promotes equality of opportunity for pupils, staff or members of the wider school community eliminating any form of discrimination on the grounds of ethnicity, race, culture or religion.
- have a clear commitment to preventing racial harassment and take effective action if racial incidents occur
- ensure that anti-racist policies and practices continue to be central to the planning, evaluation, management and delivery of all school activities and that the whole school community is informed of the school policy/guidelines on anti-racism and tackling harassment
- ensure that the whole school community, including parents and carers, is involved in Self-Evaluation and Monitoring procedures including ethnicity and race
- monitor on a two year cycle via the procedures set out in the school Code of Practice for Discrimination (Section 10) and report to the LEA any incidents of racist behaviour including possible institutionalised racism

## How we foster good relations and promote community cohesion:

### Languages:

- Interpreters and translators employed both by the school and through the Interpreting and Translation Service for all school community languages. Bilingual school staff given the allowance for interpreting and translation for ongoing, day to day matters for parents/carers. This to include all meetings, parent/carer events and open evenings
- Resources are developed by the EMA coordinator to support all class groups
- The school recognises and values the language spoken by our families and where possible incorporates these into class practices
- Signage in community languages
- Where possible relevant documents will be translated into community languages

### Celebrations and events including parent/carer meetings:

- Black History Month and Refugee Week
- An annual programme of music, cultural and religious celebrations through assemblies or other events reflecting international diversity and the school community
- commitment to the international dimension is intended to promote tolerance, respect and appreciation of diversity and culture
- the celebration of festivals or the organisation of concerts or exhibitions reflect accurately the cultures within the school
- displays around the building emphasising the culturally diverse nature of society and drawing attention to areas of importance within cultures, including language
- our work on partnership with parents/carers continues as high priority for the school
- meetings with parents/carers acknowledging the multi-cultural ethos with guidance being sought from them in order to understand the varied backgrounds of our pupil

### Teaching and learning:

- All Teachers, Curriculum Leaders, supported by AHT for Inclusion (Willow); Lead for Teaching and Learning (Brook); EMA teacher (Brook); Inclusion Coordinator (The Brook) plan the curriculum and use of resources to ensure that they promote race equality.
- Staff given the opportunity to attend in-service training from an anti-racist perspective
- Analysis of pupils' attainment by ethnic groups, if this is statistically relevant owing to the very small numbers from some ethnic groups
- Monitoring of attendance figures and admissions on an ethnicity basis through the EWO and Parental Outreach Services in Haringey and using data and Educational Welfare Service to address poor attendance
- Monitoring social services and health provision for our ethnic minority pupils, especially asylum seekers and refugees



- Issues of behaviour, discipline and exclusion are covered within the separate Behaviour Policies and documentation and are analysed by ethnicity (Willow) (Brook).
- Working with the immediate community around the new inclusive campus incorporating other developments within the plans
- behaviour policy identifies processes and guidelines to ensure staff, families and pupils are supported and that there is a consistency of approach to behaviour across the school and the community.
- exclusions and referrals are monitored by the HTs and reported to the LA on a termly basis

#### Staff recruitment

- applications and appointments are monitored as part of the school's commitment to ensuring that the diversity of staff reflects the diversity of the school community
- interview procedures are designed to promote equal opportunities
- Continuing Professional Development opportunities are planned to ensure that there is no discrimination on the grounds of ethnicity, religion or language.
- scrutiny of staff recruitment and professional development and ensuring that staffing for EMA is a priority area.

#### **What has been the impact of our activities? What do we plan to do next?**

- Cohesive community relations
- Extend international work – Brook now Global Learning Expert Centre as part of Global Learning Partnership
- Extend joint staffing opportunities across the ILC
- Extend CPD across the ILC looking at inclusion
- Analyse areas for inclusion and inclusive placements between the two schools

## Gender

We are committed to working for the equality of women and men.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Our commitment covers all aspects of school life and includes:

- Creating a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. However, we understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.
- promoting gender equality to understand the differences between boys' and girls', male and female experiences, attitudes and achievements in schools so that our policies and practices can begin to break down these barriers.
- Taking active measures to investigate report and act on incidents of gender discrimination.
- Collecting and analysing school data and other gender equality relevant information.
- Monitoring behavior, discipline and exclusions to remove all practices procedures and customs which are discriminatory.
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality.
- Staff recruitment and professional development promoting gender equality.
- We will seek to help children process traumatic experiences such as parental or family breakdown and parental or child death through key adult mentoring, 'Circle Time' and Counselling – see "Death of a Child Policy"
- Where possible and in the interests of the child we will aim to encourage both parents/carers with parental responsibility to maintain contact with the children.
- Safeguarding and ensuring the well-being of our children is our main priority. In the situation where a child repeatedly presents sexualised and risk-taking language or behaviour, as part of our duty to ensure the wider safety and well-being of the child, the matter will be shared with the designated Child Protection officer and may be referred to other agencies.
- Parents/ carers will be informed of any such disclosures, unless we believe the child would be likely to come to harm, by doing so.

**How we advance equality of opportunity:**

**Attainment data is analysed by gender and any trends or concerning dynamics are prioritised and targeted through performance management, training and intervention,**

**All staff are expected to challenge stereotypes and the curriculum is designed to create opportunities to challenge perspectives.**

**How we foster good relations and promote community cohesion:**

There is zero tolerance of sexist language, attitudes or behaviour, and these will be discussed with those concerned and formally recorded. Incidents of this nature are taken very seriously but are also viewed as learning opportunities where age appropriate discussions (where possible) will be used to help children reflect on their choices and assumptions. However, in the most serious cases, or in situations involving staff or other adults the matter may be referred to the appropriate authorities for further action.

We seek to employ staff who represent positive images of both genders, from a range of heritages so that children and staff can identify role models from within the school community.

**What has been the impact of our activities? What do we plan to do next?**

## Gender identity or reassignment

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

### Gender identity or reassignment

We do not collect data on the sexual orientation, trans-sexual or trans/gender reassignment profile of our school communities. However, as part of our wider responsibility we will always seek to ensure that children, adults and families of all heritages, linguistic and economic backgrounds, abilities and preferences feel safe and are welcome in our school community.

The robust use of data to track under performance and poor attainment ensures that no child is left behind.

Safeguarding and ensuring the well-being of our children is our main priority.

In the situation where a child consistently discloses transgender and/gender assignment related interests or distress, as part of our duty to ensure the wider safety and well-being of the child, the disclosure will be shared with the designated Child Protection officer and may be referred to other agencies.

Parents/ carers will be informed of any such disclosures, unless we believe the child would be likely to come to harm, by doing so.

### **How we advance equality of opportunity:**

- Listening to children through opportunities such as morning circles, Circle Time and Student Council.
- Ensuring that the ethos of BILC recognises that every child is unique, wanted welcomed and has a voice.
- Through intentional key worker; class teacher; learning mentor or therapists' relationships
- For the Willow, this communicates that all children can overcome barriers to achieve and enjoy their lives and futures

### **Teaching and Learning**

Topics such as abortion, asexual reproduction and the gender reassignment process will not be directly taught during the primary phase. However, if a direct question is asked, teachers will make decisions on whether to respond to the question on a whole class, group or individual basis.

Depending on children's knowledge, ability, experience and questions, discussions about birth; death including 'baby loss' and congenial preferences, conditions and disabilities can be explored. This may include discussions on transgender and same sex attraction, depending on the relevance to the children's questions and interest.

Children will be asked to think about the emotional and social challenges faced by individuals facing any of the above circumstances and will be asked questions to help them develop an empathy for others. Children will not be encouraged to

develop 'sympathetic' perspectives to avoid patronising these diverse and personal experiences.

**How we foster good relations and promote community cohesion:**

**Although we do not collect data on individuals who wish to or have undergone gender reassignment, BILC take the well-being of all our key stakeholders seriously.**

There is zero tolerance of transphobic language, attitudes or behaviour, and these will be discussed with those concerned and formally recorded. Incidents of this nature are taken very seriously but are also viewed as learning opportunities where age appropriate discussions (where possible) will be used to help children reflect on their choices and assumptions. However, in the most serious cases, or in situations involving staff or other adults the matter may be referred to the appropriate authorities for further action.

**What has been the impact of our activities? What do we plan to do next?**

Currently, there are no reported incidents of gender assignment discrimination.

- Training for staff through the dissemination of the Equalities policy.
- Reviewing the Behaviour and Staff Code of Conduct to ensure that all stakeholders are aware of their role and responsibility in this area, as well as the possible consequences of inappropriate language, behaviour and decision making.

**Pregnancy and maternity**

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Due to the age of our pupils, any incident of pregnancy is going to be rare and would automatically constitute a safeguarding issues so would be managed with Multi- Agency support that would be best placed to tackle and hold to account all parties. The needs of the child are paramount with additional attention paid to supporting the child through the multiple emotional implications of that this experience would raise for a child.

**How we advance equality of opportunity:**

See above.

**How we foster good relations and promote community cohesion:**

See above.

**What has been the impact of our activities? What do we plan to do next?**

See above.

## Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Worship, in the strictest sense, involves those of the same faith sharing, praising and affirming belief in a divine being. Broadwaters ILC is a school community, not a single faith community. At present we have members of the following religious traditions – Christianity, Judaism, Sikhism, Hinduism, Islam, Buddhism, plus those of our community from secular or atheist beliefs. Learning takes place in an educational context and not in the context of a community with shared religious beliefs.

The needs of our children dictate that our acts of worship create experiences from which they can reflect on the world to which they contribute. This can include thinking about the presence of a deity but it will also include dealing with experiences and issues central to the spiritual dimension – awe, mystery, life, death, relationships, achievement, loss, celebration, awareness of self and others, and wonder – for some of the children within the ILC from a sensory perspective.

What we hope to achieve is to develop among our pupils some understanding and experience of universal moral behaviour and respect for humanity.

Collective worship is a crucial focus within the spiritual, moral, social and cultural development of pupils as individuals and is part of the means of fostering a collective identity with common values which offers support, care and respect within the school community.

### How we advance equality of opportunity:

We recognise and respect that all members of the school community subscribe to a belief system or worldview. We value this diversity as both a strength of our community as well as an opportunity for learning and cohesion.

We recognise that a majority of the school community identifies themselves as members of one of the major world religions, or a derivative thereof.

#### Teaching and Learning

Children will learn about the major religions and belief systems through the curriculum with the intention of fostering in children:

- An understanding of the key beliefs, practices or perspectives of different faiths on key experiences and issues.
- An appreciation of the similarities and differences between different faith groups, so that children are well prepared to contribute and engage with a

modern, multi-faith community.

- Opportunities to develop problem-solving and thinking skills through which they can discuss moral perspectives and ethical questions, in a respectful and mature manner.

#### Behaviour and Safety: Prayer

Many members of our school community engage in prayer as an aspect of daily life. In order to ensure equality of opportunity

- The Dance and Drama studio is the allocated space for multi-faith prayer with designated times for different styles of prayer where pupils and staff can go to pray, individually, collectively and corporately. This is supported by staff and authorised parents/ carers from the school community.
- Children are able to observe or participate in collective and corporate prayer where appropriate. Although they will be encouraged to respect 'the desire of others to pray', at no time should any individual feel or be compelled to pray – by peers or adults - even if they identify themselves as 'belonging' to a particular faith/belief system or prayer group. Prayer at the BILC remains a free will activity borne out of an individual's personal desire to participate.
- Staff are able to observe or participate in private, collective or corporate prayer. This may include asking for, offering and receiving prayer, but with the clearly verbalised consent of those adults concerned.
- Staff can collectively pray 'for' particular children or situations but should not engage in 1:1 prayer with any individual child or vulnerable adult, as a safeguarding matter.

#### **How we foster good relations and promote community cohesion:**

Our curriculum aims to teach religious values and to promote tolerance and understanding of different religious faiths and groups.

- The school follows Haringey's recommended RE syllabus as produced by SACRE adapted to accommodate even our most profoundly disabled pupils. Much of this work takes place through artefacts and educational visits to places of worship for different faiths or the study of the faiths.
- Whilst dialogue that promotes understanding and challenges thinking is welcome, language, attitudes or behaviour that seeks to undermine the cohesive and multi-faith context of the especially in the playground, and these will be discussed with those concerned and formally recorded. Incidents of this nature are taken very seriously but are also viewed as learning opportunities where age appropriate discussions (where possible) will be used to help children reflect on their choices and assumptions. However, in the most serious cases, or in situations involving staff or other adults the matter may be referred to the appropriate authorities for further action.

#### **What has been the impact of our activities? What do we plan to do next?**

Children and staff are aware that they live in a multi-faith society and school community.

## Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We do not collect specific data on the sexual orientation or family profile of our school communities. However as result of a healthy home-school relationship parents/ carers or children often share relevant information regarding their family structure. We will always seek to ensure that children, adults and families of all preferences feel safe and are welcomed in our school community.

### How we advance equality of opportunity:

#### Teaching and learning

Within our schools we have many different family structures and where appropriate and in context, we will support children who ask questions about those diverse and varied family structures that exist within the ILC or about their own family and wider community observations. These discussions will be handled with sensitivity and respect. In these situations we will seek to highlight the similarities and the common / shared human need for love and relationships.

Children are best motivated and engaged in their learning when their curriculum builds on their experiences and reflects their cultural, social and family contexts.

Staff need to highlight that although humans have similar needs, each person is unique and make decisions based on their personal preferences. This could lead to a discussion about the fact that a 'civil partnership' is a legal commitment (agreement) between two men or two women.

Children will not be taught or made aware of specific sexual behaviours, preferences or activity. Sex is not be presented as 'a basic need' (such as food, warmth or attachment) so there will be no implicit assumption that children, teenagers or adults 'must' or 'will' have sexual relationships.

#### Behaviour and Safety

Our curriculum needs to prepare children for the diverse society in which they live, by enabling them to respect and appreciate those who are different or come from different backgrounds and families.

We also have a responsibility to challenge poor behaviour and tackle bullying including homophobic bullying. To facilitate this, it is important to talk about difference in general and, where appropriate, different families in particular.

Where appropriate, children may be asked to think about the emotional and social challenges faced by individuals facing any of the above circumstances and will be asked questions to help them develop an empathy for others. Children will not be encouraged to develop 'sympathetic' perspectives to avoid patronising these



diverse and personal experiences.

Safeguarding and ensuring the well-being of our children is our main priority. In the situation where a child repeatedly presents sexualised and risk-taking language or behaviour, or discloses distress regarding their own sexual orientation as part of our duty to ensure the wider safety and well-being of the child, the disclosure will be shared with the designated Child Protection Officer and may be referred to other agencies.

Parents/ carers will be informed of any such disclosures, unless we believe the child would be likely to come to harm, by doing so.

### **How we foster good relations and promote community cohesion:**

BILC seeks to be a respectful place that promotes the importance of appreciating the different personal, cultural and lifestyle choices of everyone within the context of British Law and current legal precedent.

We understand that welcoming and acknowledging children and their families is key to helping our pupils feel accepted and secure. In this way our children are best placed to establish the positive self-esteem and confidence to learn well.

As part of the code of conduct, all staff are expected to act to ensure that children and their families are welcomed and supported at BILC, irrespective of their sexual orientation or family make up.

We want to support our children to become aware of and be able to communicate social preferences without fear. It is also important that children learn appropriate personal and social boundaries to help them to make safe choices and enjoy positive social relationships and experiences. For this reason, children are taught about biomechanics of reproductive organs and the reproductive process within the context of loving and committed relationships.

There is zero tolerance of homophobic language, attitudes or behaviour, and these will be discussed with those concerned and formally recorded. Incidents of this nature are taken very seriously but are also viewed as learning opportunities where age appropriate discussions (where possible) will be used to help children reflect on their choices and assumptions. However, in the most serious cases, or in situations involving staff or other adults the matter may be referred to the appropriate authorities for further action.

Any dynamic that deliberately seeks to exclude, devalue, undermine or negate an individual's parental rights, responsibility or participation; family structure, heritage, language group or faith based perspective or employment, will be challenged and if necessary reported to the relevant authorities.

Any unintentionally detrimental dynamics should be highlighted at the earliest opportunity.

### **What has been the impact of our activities? What do we plan to do next?**

Homophobic incidents are recorded and addressed promptly.

All reported incidents of homophobic behaviour have been resolved.

#### Part 4: Consultation and engagement

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

Our main activities for consulting and engaging are:

#### Record of consultation and engagement

Date	Who we consulted	Summary	Action taken

**Part 5: 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 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.

<b>Date</b>	<b>Policy or decision</b>	<b>Equality issues we considered</b>	<b>Action taken or changes made</b>

## Part 6: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed 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 narrow the gap in participation in the public life of the schools between disabled pupils (including learning-disabled pupils) and other pupils.

#### Progress we are making on this objective:

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### Equality objective 2:

#### Progress we are making on this objective:

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### Equality objective 3:

#### Progress we are making on this objective:

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### Equality objective 4:

#### Progress we are making on this objective:

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## Part 7: Information about our employees

If we have more than 150 employees we are required to publish information about them – neither school has more than 150 employees

This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

### Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of **add date**, the school employs **add figure** staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff
- **Other - add details**

### Age

	<b>Under 21</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 70</b>	<b>71 - 79</b>	<b>Over 80</b>
Number								
%								

### Disability

Disabled	
Not disabled	
Not given / Unknown	

### Ethnicity and race

	<b>Number</b>	<b>% of staff</b>		<b>Number</b>	<b>% of staff</b>
Asian or Asian British			Any other ethnic group		
Black or Black British			White		
Chinese			Prefer not to say		
Mixed			Not stated		

### Gender

	<b>% of all</b>
--	-----------------

	<b>staff</b>
Female	
Male	

### Gender identity or reassignment and Sexual orientation

We do not collect data on the sexual orientation, trans-sexual or trans/gender reassignment profile of our staff. However, as part of our wider responsibility we will always seek to ensure that children, adults and families of all heritages, linguistic and economic backgrounds, abilities and preferences feel safe and are welcome in our school community.

### Pregnancy and maternity

Refer to Guidance for advice on completing this section.

### Religion and belief

Buddhist	Number		Jewish	Number	
	%			%	
Christian	Number		Muslim	Number	
	%			%	
Hindu	Number		Sikh	Number	
	%			%	
Jainism	Number		Other religion	Number	
	%			%	
Not known / Prefer not to say	Number				
	%				

**Additional information**

**Policies and procedures**

**Recruitment and selection of staff**

**Activities that promote equality for our employees**

**Grievances and disciplinary procedures**

**Pay gap information**

**What our employees say about equality issues**

**Equality and diversity training for staff**