



Arts & Media School
ISLINGTON

Arts & Media School Islington

Equality information and objectives

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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 Arts and Media Islington

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people

equally does not always involve treating them the same

- We aim to make sure that no-one experiences less favourable treatment or discrimination

because of:

Their age

A disability

Their ethnicity, colour or national origin

Their gender

Their gender identity (they have reassigned or plan to reassign their gender)

Their marital or civil partnership status

Their being pregnant or having recently had a baby

Their religion or belief

Their sexual identity and orientation.

- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure 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)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

- To publish information from September 2012 about how we have used Pupil Premium funding to improve provision for pupils from low income households

We also welcome Islington Council's commitment to considering people on low incomes when making decisions about how it exercises its functions under the Equality Act, and the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving, including pupils from low income families. We have therefore decided to include our pupils on low incomes as a group when considering our promotion of Equality.

As part of this 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
- Publish information about how we spend Pupil Premium funding for pupils from low income families.

For more information please contact:

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Part 1: Information about the pupil population

This information is collected annually through school information gathering prior to the October PLASC.

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

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.'

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

- Physical disability

Sensitive information on some pupils with protected characteristics

Sometimes, it might be possible to identify individuals directly from monitoring information. This may be particularly the case for information that relates to small numbers of people, so we have avoided publishing such information. *Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.*

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Pregnancy and maternity

Some information in relationship to protected characteristics we regard as sensitive. This includes about pupils who are young mothers or are pregnant. We are aware of the importance not to discriminate against pupils who are pregnant or who are young mothers, and to ensure their needs are met so they can continue and return to learning.

Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.

Gender Reassignment

We are aware from research and engagement that:

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

- We do not collect data on the sexual orientation of our pupils.
- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- As a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils.
- We recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual orientation

We are aware from research and engagement that:

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

- We do not collect data on the sexual orientation of our pupils.
- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- As a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils.
- We recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." This is also one of the school key priorities identified in the school development plan.

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

Pupils from low income households

In addition to the 'protected characteristics' identified by the Equality Act, we are obliged to publish how we spend Pupil Premium funding for pupils from low income families. Islington Council is also committed to considering people on low incomes when making decisions about how it exercises its functions under the Equality Act. We have therefore decided to include our pupils on low incomes as a group when considering our promotion of Equality.

Equalities Duty 2015 - 2016

Arts and Media School Islington is a confident learning community; developing young minds and talents through an academic core surrounded by an enriched experience of the wider creative curriculum. We promise each parent that their child will receive quality teaching and a vibrant educational experience, every child is known, valued and challenged to fulfil their potential as an academic scholar and a talented individual. We are committed to ensuring that all members of the school community have the opportunity to learn, develop and make progress regardless of membership of any protected group.

The equalities act 2010 requires protection from discrimination for people based on:

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

As a school we also include socio economic group using pupil premium as an indicator within our equalities analyses and planning.

At Arts and Media School Islington we actively promote an ethos where everyone, regardless of background, can achieve their best in whatever field they choose. We are a school with a diverse community and because our students work together and play together they will take this spirit of understanding and tolerance into the community and their adult lives, building the future for us all. We have a broad curriculum offer where we strive to meet the interests and needs of all our learners and maximises the number and

range of subjects students can study. In lessons all students are challenged to broaden their knowledge and understanding of the world. In tutor time students are encouraged to discuss key issues, so sharing and understanding a range of perspectives. School events celebrate success and progress in all its forms and celebrate the diversity of our population. Parents work in partnership with the school and a range of events are held for all parents and for groups of parents who have particular shared interests. As a school we use a restorative approach if any individual shows intolerant behaviour. This is based on an approach that education changes understanding and so behaviour.

We routinely collect and analyse information about the school community which is used to inform development priorities ensuring we pay due regard to the opportunity and progress of all protected groups. Outcomes and development plans are scrutinised routinely by governors to ensure we meet our equalities requirements.

Our key equality challenges

Our equality challenges arise from our routine scrutiny of student progress data.

1. To ensure that students from all groups make progress that shows we add value to their
2. To maintain the minimal differential between the progress of FSM and Non-FSM students through use of the pupil premium funding.
3. Aspiration amongst all groups being such that students select option choices that maximise their future opportunities covering the spectrum of subject areas, including the creative subjects.
4. To promote tolerance to all students through a programme of activities and events.

Information about the student population

Islington has one of the highest proportions of children living in poverty, both nationally and in London, and many of our students come from families who face significant disadvantages.

The profile of our school community is diverse and changes year on year as our school continues to become the first choice for families in the area.

As a school we have available the following information, most is reported by Parents/Carers at interview:

- Students with disabilities.
- Student ethnicity,
- Language/s spoken by the student and at home
- Religious belief.
- Special educational needs
- Vulnerable students who need additional support, including those who are looked after those subject to a child protection plan and those with a health care plan.

We regard some information in relation to the protected characteristics as sensitive. We do not discriminate against students who are pregnant or who are young mothers, and have procedures in place so they can continue and return to learning. We are aware that some of our students may have experience of, or be at risk, of gender specific harm such as honour based violence, FGM or forced marriage and have procedures in place to support students where needed. It is not always appropriate for the school to collect information from students, for example about their gender identity and sexual orientation. We are aware that there may be equality issues for gay, lesbian and bisexual students, as well as those who are undergoing or who have undergone a reassignment of their gender including those who may wish to identify themselves but may not do so for fear of possible homophobic behaviour they may encounter both in and out of school.

We raise awareness of all the above with students and staff in a tolerant and supportive way informing students of individual rights and responsibilities and signposting the variety of support services available. Individual students who experience difficulties are well supported by the school pastoral structure.

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 in the school. We are committed to advancing equality for all our students.

a. Eliminating discrimination

Below are listed some of the policies and practices in place that help us show due regard to the need to 'eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act'. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

- Anti-bullying Policy.
- Behaviour Policy
- Child Protection & Safeguarding Policy
- E-safety Policy
- Admissions Procedures
- Whistleblowing Policy.
- Disciplinary Policy
- Data Protection Policy.
- SEN Policy
- Equality Policy

- Complaints Policy
- Confidentiality Policy
- Accessibility Plan
- Complaints Procedure
- Non-discriminatory employment practice
- Continuing professional development

When appointing new staff, interviewers must have undertaken the Safer Recruitment training (run by Islington Council) to ensure that candidates have an equal chance of being appointed. All job opportunities are advertised internally and externally in order to conform to Equal Opportunities legislation.

b. Advancing equality of opportunity and fostering good relations

For all students, including protected groups, we:

- Deliver quality learning that challenges thinking and stereotypes.
- Ensure there is a wide range of extra-curricular opportunities available.
- Raise aspirations through the curriculum, information and guidance provided and the setting
of aspirational targets.
- Celebrate events that raise awareness and tolerance such as British Values Day
International Women's Day (IWD), Black History Month (BHM), Refugee Week ,
European day of languages and Kindness week. Including community events
such as our Year 7 International Evening and out OAP's Christmas lunch.
- Promoting the Spiritual Moral Social and Cultural (SMSC) development of all our
students. Including, a robust PSHE curriculum, looking at concepts such as
Community, Identity, Tolerance and Respect.
- Provide a supportive pastoral structure which students feel confident to access
as needed. Including Restorative Justice, where pupils are encouraged when
they get into conflict to resolve their differences through discussion and
reflection. This forms a central part of our behaviour management ethos.
- Provide quality information, guidance and experiences about progression and
career pathways enabling students to consider and strive for all routes available
to them.
- Monitor attainment, attendance and progress intervening as needed to maximise
individual achievement regardless of group.
- Make reasonable adjustment to the curriculum to support engagement access
and achievement

- Put in place support, as appropriate in lessons and around the school
- Brief staff, as appropriate, about how to ensure student needs are met
- Ensure there is on-going professional development in place.
- Student interpreters – helping to assimilate new students into the school.
- Cultural events (International Evening/ British Values Day) - whereby we celebrate the cultures of our school within the local community, partnering other primary schools and maintaining links with them.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Through the appointment of a Head Boy and a Head Girl who will lead the Student Council. Student Council is a diverse group with representation from many identified groups.

Disability

We have a number of students with physical disabilities at AMSI. We have disabled access in all of our buildings (including lifts, toilets and entrances). In addition we have a designated space where physiotherapy can take place. Disabled students are fully included in mainstream education at AMSI. Our disabled pupils are placed into sets according to their cognitive ability rather than their physical impairment which therefore promotes academic success. Such pupils are included within our school environment and participate regularly in enrichment activities. Pupils who need physical assistance at school can be allocated a Teaching Assistant.

Ethnicity and Race (including EAL learners)

We are committed to working for the equality of all ethnic groups. We monitor, analyse and intervene in all major ethnic groups to ensure that progress and attainment is positive for all groups of students. Around 43% of our school community speak English as an Additional Language. Such pupils generally achieve well throughout their academic careers. These students are supported through breakfast clubs, extra-English lessons, EAL resources, in- class support, translated materials and community language GCSE options.

Gender

As a school we use a variety of different means to ensure that boys and girls participate equally in school life. We are committed to advancing gender equality for our students when they leave the school and join further education and the world of work. We work in partnership with other organisations, including FE and HE institutions to develop innovative and inventive ways of tackling gender segregation in subject and career choice.

Generally (as per the national Average) our girls achieve higher than the boys, but both groups progress is well above national average (Raise on line – Value added Best 8).

Religion and belief

We are a multicultural multi faith school with around 35% of our students who follow the Islamic Faith. The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice. For example if pupils are unable to study particular topics (for example Sex Education or RE) then alternative provision is made. In addition to this we operate a prayer room so Muslim pupils are able to observe their lunch time prayers. We hold regular assemblies to all of our students to mark the various different religious festivals throughout the year.

Sexual orientation/ Gender Reassignment

We are committed to advancing equality for those who are lesbian, bisexual and transgendered (LGBT). As part of our PSHE program there is work on diversity, equality and tolerance. We are also a Stonewall Champion School and work closely with outside organisations to support our students.

Pregnancy and Maternity

Students are taught about pregnancy through science and the sex education modules of the PSHE curriculum. Students are also taught about positive parenting and relationships within the PSHE

curriculum. If an incident of student pregnancy does occur we have links with agencies and contingency plans in place to ensure the continuation of their education during this period. Staff are supported through the maternity leave process and where possible supportive changes are made to job roles upon return to work.

Children from low income families

We are committed to working for equality for students from low income families. Funds are made available to support school trips and uniform.

The impact of our work and next steps:

Examination results have continued to improve across the majority groups within the school. Our most recent Ofsted inspection judged us to be a good school. This does not mean that we are complacent. We continue to strive to improve our practice in all areas and enhance our monitoring of individual pupil progress so that we can put in place better support all students earlier so improving student outcomes.

Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives at least every four years. We aim to address areas where we have identified a need to take action to improve equality and tackle disadvantages. We regularly review the progress we are making to meet our equality objectives.

1. To improve methods of recording different types of bullying and reduce these recorded figures through the development of policies, awareness and strategies for resolving incidents.
2. To ensure the value added figures for all groups of students, including those entitled in receipt of pupil premium, show similarly high scores – This will be

shown by year on year analysis of examination results at the end of Key Stage 3 and Key Stage 4. (Current differential between Pupil premium and Non Pupil premium attainment is -1% compared to -26% nationally)

3. To ensure that all students select a broad and balanced range of subjects, which show no preconceived bias.
4. To continue to regularly promote tolerance and equality to the entire school community.

Consultation and engagement

We aim to engage and consult with students, staff, parents and carers and the local community in order to improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do. Consultation with students includes the school councils and pupil discussion groups as part of school based reviews. Parents consultation includes the parent governors and regular parent surveys.