



Arts & Media School  
ISLINGTON

# Equality Information and Objectives

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Draft version

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## **1. Aims**

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 School Islington :**

- We aim to ensure that no-one experiences less favourable treatment or discrimination due to the holding of any of the 9 'protected characteristics' under the Equality Act, these are:
  - 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 try to ensure that everyone is treated fairly and respectfully at all times
  - We want to ensure 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 in exactly the same way
  - We recognise that some students need extra support to help them to achieve and be successful

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 every year about our school population
- To 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.
- 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 as an equality objective.

## **2. Legislation and guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

### **3. Roles and responsibilities**

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Kayte Lawson. They will:

- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors:

The designated member of staff for equality is Richard Robinson. They will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary
- Ensure all school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8 of this document

## **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. New staff receive training on the Equality Act as part of their induction.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a protected characteristic (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a protected characteristic (e.g. enabling Muslim pupils a suitable place to pray at prescribed times)
- Encouraging people who have a protected characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school extracurricular activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **8. Equality objectives 2022-2026**

Arts and Media School Islington has identified four objectives as set out below. Progress against these objectives will be monitored by the Headteacher and reported annually to the governing body.

### **Objective 1:**

**Safety in school for all groups through the promotion of British Values namely those of mutual respect and tolerance of those with differing beliefs and faiths.**

*Why we have chosen this objective:*

We must ensure that as a school we are reducing prejudice-related behaviour and the use of derogatory language. All students have the right to feel safe at AMSI and to trust that whatever their differences, this will not make them a target of bullying or threatening behaviour in any form. In addition, we are working hard to reduce the risk of gender or sex-based violence and foster an atmosphere of mutual respect and tolerance.

*To achieve this objective we plan to:*

- Implement a programme of tutor time activities that explore British Values especially those of Tolerance and Mutual Respect and guide students as to the relationship between our four Cornerstones of Confidence, Aspiration, Reflection and Respect and these fundamental British Values.
- Strengthen Student Voice through existing channels. We already use student focus groups for specific areas such as student wellbeing, RSE feedback and safeguarding and we need to ensure that the information collected is shared appropriately and where necessary, leads to action.
- Academic curriculum: Students are and will continue to be taught how to manage their own impulses when faced with others holding strongly differing opinions to their own - this will not only be done through the robust promotion of British Values across the school but also discretely through the PSHE curriculum along with tutor time activities.

### **Objective 2:**

**To maintain the minimal differential between the progress and attainment of Black Caribbean students with other groups.**

*Why we have chosen this objective:*

Recent reviews of research in this area have described the differences in attainment between certain ethnic groups both nationally and in the borough of Islington (Education in Islington Annual Educational Attainment Report, 2019). This noted that the gap was growing between the highest and lowest achieving ethnic groups in many LEAs, and that African and Caribbean pupils, especially boys, have not shared equally in the increasing rates of educational achievement. The review concluded that 'Black pupils generally may be falling further behind the average achievement of the majority of their peers'.

OFSTED reports have further stated that: 'The evidence that has been available from individual LEAs has tended to show that the relative performance of Black Caribbean pupils begins high, starts to decline in Key Stage 2, tails off badly in Key Stage 3 and is below that of most other ethnic groups at Key Stage 4.'

What is more, most of the studies in the field of school improvement in the past decade show that the notion of Black Caribbean pupils' underachievement in British schools is in danger of becoming accepted as an irrefutable fact. In light of this, we strive to minimise the differential in outcomes for these students ( currently accounting for 11% of our overall cohort) wherever possible.

*To achieve this objective we plan to:*

Continue a program of unconscious bias training with all staff with a view to exposing people to their implicit biases, provide tools to adjust automatic patterns of thinking, and ultimately eliminate discriminatory behaviours. Furthermore, all assessment data will be tracked and analysed and where gaps appear these will be met with clear and targeted interventions.

### **Objective 3:**

**To maintain the minimal differential between the progress of SEND students with other groups through targeted support wherever necessary.**

*Why we have chosen this objective:*

*We must ensure that we are closing gaps in attainment and progress between different groups through impactful teaching and learning and targeted support. Our ethos of 'every child a scholar' encapsulates our focus and commitment to enabling equality of opportunity and securing the best possible outcomes for all young people including SEND students who currently account for 26% of our overall cohort.*

*To achieve this objective we plan to:*

We must ensure that our staff are aware of our students' special educational needs, and the difficulties and barriers many of our students face. We will provide training on the different barriers that SEND students experience and guidance on how these can be overcome. We will regularly monitor the progress SEND students are making and react



appropriately and in a timely manner when issues arise. This has been incorporated throughout the School Improvement Plan coming under a number of different areas.

#### **Objective 4:**

**To maintain the minimal differential between the progress of students with Pupil Premium funding and those without.**

*Why we have chosen this objective:*

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 and complex disadvantages. Pupil Premium students currently account for 61% of the school cohort.

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.

*To achieve this objective we plan to:*

Ensure the value added figures for all groups of students, including those 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).

### **(7) Links with other policies**

- Anti-bullying Policy
- Behaviour Policy
- SMSC & British Values Policy
- Pupil Premium Policy
- Child Protection & Safeguarding Policy
- E-Safety Policy
- Admissions Procedures
- Whistleblowing Policy
- Disciplinary Policy
- Data Protection Policy

- SEND Policy
- Complaints Policy
- Confidentiality Policy
- Accessibility Plan
- Complaints Procedure
- Non-discriminatory employment practice
- Continuing Professional Development
- School Development Plan

### **(8) Monitoring arrangements:**

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the governing body.

**Agreed by the governing body:**

**Review cycle: 4 years**