



Equality information and objectives

Updated on: 27th November 2014

Promoting equality and community cohesion at Sinai

At Sinai, we have a strong commitment to fairness and equality in everything that we do.

- 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 work hard to make sure that the school is a safe and secure environment 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 or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of pupils, supports how we meet the needs of different groups of pupils and how we foster good relations.

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

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

Part 1: Information about the pupil population

Number of pupils on roll at the school: **669**

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.

The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

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:

- Learning
- Hearing
- Vision

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	557	83%
School Action or Early Years Action	55	8%
School Action Plus or Early Years Action Plus	50	7%
Statement	7	1%

Ethnicity and race			
	Percentage (%) of school population		Percentage (%) of school population
Asian		White	
Bangladeshi		British	78%
Chinese		Irish	
Indian		Traveller of Irish heritage	
Pakistani		Gypsy/Roma	
Other Asian heritage		Other White background	13%
Black		Mixed	
African		Mixed White and Asian	
Other African		Mixed White and Black African	
Caribbean		Mixed White and Black Caribbean	
Other Asian		Other Mixed background	6%
Other ethnic group	2%		

Information not obtained or refused	0%
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Gender	
Male	320
Female	349

Religion and belief			
	Percentage (%) of school population		Percentage (%) of school population
Buddhist		Jewish	100%
Christian		Muslim	
Hindu		Sikh	
Jainism		Other religion	
Other belief		Information not provided / Unknown	

Gender reassignment

- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- Although it is rare for pupils to undergo a process of gender reassignment, when this happens it will always be managed with care and sensitivity.
- We recognise that people who are undergoing a process to reassign their gender may experience discrimination and harassment.
- Our behaviour policy promotes safety for all groups of pupils, regardless of gender identity.
- We will always tackle any incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.

Sexual orientation

- We do not collect data on the sexual orientation of our pupils.
- We are aware that there may be a number of equality issues for gay, lesbian and bisexual young people. We take seriously any incidents of homophobic bullying and use of homophobic language, such as use of the word 'gay' to mean something is bad or rubbish.
- Our behaviour policy promotes safety for all groups of pupils, regardless of sexuality.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum

Part 2: How we meet the public sector equality duty

The information provided in this section shows how we are meeting the public sector equality duty. We are required to 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.

The information below is a summary of how we have due regard to the need to **eliminate discrimination, harassment and victimisation**. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- The governing body has been briefed on the requirements of the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils.
- There is a School Behaviour Policy that ensures all pupils behave in a responsible way, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- Incorporated within the Behaviour Policy is an Anti-Bullying Policy that means that 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, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action has been taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a Special Educational Needs Policy that outlines the provisions we make for pupils with special educational needs.
- We have an Accessibility Plan that is working towards making the School more accessible to all. This includes:
 - Looking at ways of modifying existing buildings for greater access;
 - Future decoration of buildings to cater for visually impaired students;
 - All new building and painting colour contrast for door architraves and handles.
- Our admission arrangements ensure that there is no discrimination in relation to admissions. However, as a school with a religious character, we are exempt from the requirement not to discriminate on grounds of religion or belief in relation to admissions.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school.

The following pages provide information on how Sinai has due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils with protected characteristics.

Disability

How we advance equality of opportunity:

- We support disabled learners by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils. Amongst other things, we employ the use of teaching assistants in all year groups and learning support assistants with individual pupils who require additional help to ensure that they are not disadvantaged.
- We involve disabled learners and their families in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- For those pupils with specialist hearing requirements, we have adopted a one-to-one loop system so that the classroom teacher can effectively communicate with the pupil, resulting in him/her having an equal opportunity to learn in a whole class environment.

How we foster good relations and promote pupils' spiritual, moral, social and cultural development:

- Through the PSCHE and Jewish Studies curricula, we promote the spiritual, moral, social and cultural development of all pupils to create positive attitudes to differences and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum has positive images of disabled people.
- Our pupils work with Kisharon Day School, a Jewish special needs school, on joint activities and are made aware of children with physical and mental disabilities
- Through our Behaviour Policy, we tackle bullying or harassment on the basis of special education need or disability.
- Our Behaviour Policy also provides a mechanism for tackling prejudice and any incidents of bullying based on disability.

Ethnicity and race (including EAL learners)

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by EAL.
- We set targets to improve the attainment and progression rates of this particular group of pupils.
- We identify and address barriers to the participation of this particular group in learning and other activities.
- We have specialist teachers who are able to converse with EAL pupils and assist them to integrate into school life when they first arrive in the country/school.
- We hold specialist language lessons to ensure that they retain their first language capabilities.

How we foster good relations and promote pupils' spiritual, moral, social and cultural development:

- Through the PSCHE and Jewish Studies curricula, we promote the spiritual, moral, social and cultural development of all pupils to create positive attitudes to differences and diversity.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We ensure that the curriculum challenges racism and stereotypes.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures by holding multi-cultural weeks.
- We take part in events such as linking with multi-faith schools, links with Barnet Refugee Centre and Mitzvah Day.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- All issues of bullying or harassment are dealt with in accordance with our Behaviour Policy.

Gender

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes are avoided
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- Parents and carers of both genders are invited into school to work with their children on specific projects under the banner of "Generation Sinai".
- Parents and carers of both genders are invited into school to work with their children on SEED "Parent Learning Programmes".
- Timings of year group presentations have been moved to the start of the school day so that both male and female parents and carers can attend to support their children.

How we foster good relations and promote pupils' spiritual, moral, social and cultural development:

- Through the PSCHE and Jewish Studies curricula, we promote SMSC development which enables pupils to develop positive attitudes to difference and diversity.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We ensure that gender stereotypes are avoided.
- We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- All sporting activities, including after school clubs, are open and available to all pupils, irrespective of their gender.

Religion and belief

Summary information

As a faith school, 100% of our school population practise the same religion whilst at school. However, we are aware that there are differing levels of religious observance.

How we advance equality of opportunity:

- We ensure that no pupil is excluded from an activity because of his/her level of religious observance.
- We require all parents/carers to conform to the highest level of observance when holding parties or inviting pupils into their home.
- We try to put children from observant families in the same classes
- All requests for leave during term time in order to travel to a destination in good time for the Sabbath or a religious festival are treated as exceptional circumstances, notwithstanding the level of the family's observance so as to promote equality throughout.

How we foster good relations and promote pupils' spiritual, moral, social and cultural development:

- Through our Jewish Studies and PSICHE curricula, we promote SMSC development which enables pupils to develop positive attitudes to difference and diversity.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The Jewish Studies curriculum enables pupils to develop respect for others and helps to challenge prejudice and discrimination by emphasising good character traits on a weekly basis, i.e. kindness to all people, showing mutual respect to all regardless of faith or ethnicity.
- The school is twinned with Glebe Primary School, a local multi-faith school and regular visits to and from Glebe are organised over the course of each academic year so that all pupils have the chance to work and socialise with children of other religions and beliefs.
- The Jewish religion is split between Ashkenazi and Sephardi Judaism. Although the school is an Ashkenazi school, the Sephardi traditions are highlighted both in class and assemblies.
- Our Behaviour Policy tackles bullying or harassment on the basis of faith and belief.

Part 3: 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 regularly review the progress we are making to meet our equality objectives.

Equality objective:

For All EAL learners in Year 2 to achieve, in Writing, 15 APS by the end of the academic year.

Progress we are making on this objective:

31 pupils in Year 2 have been identified as EAL learners

At the end of the Autumn term:

- The EAL learners in Year 2 have achieved a mean of 12 APS towards the objective of 15 APS
- Seven EAL learners have been identified as already having achieved 15 APS

At the end of the Spring term:

- The EAL learners in Year 2 have achieved a mean of 14.1 APS towards the objective of 15 APS
- Eighteen EAL learners have been identified as already having achieved 15 APS

At the end of the Summer term:

- The EAL learners in Year 2 achieved a mean of 16.1 APS towards the objective of 15 APS
- Twenty-six EAL learners have been identified as having achieved 15 APS