

# WIMBLEDON PARK PRIMARY SCHOOL



## Equality information and objectives

Updated: Spring 2022

## School policy statement on equality and community cohesion

Our school 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 duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race and ethnicity, religion or belief, sex and sexual orientation.

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

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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
- pupils who are looked after (LAC) or were previously looked after (PLAC) either through fostering or adoption
- boys in certain subjects, and girls in certain other subjects.

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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**

Number of pupils on roll at the school: **583 (excluding Nursery)**

**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.’

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

- Hearing and visual impairment
- Speech, language and communication needs
- Arthritis, Ricketts, Asthma, ASD, ADHD, genetic conditions, gross motor coordination difficulties

<b>Pupil Special Educational Needs (SEN) Provision</b>		
	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
No Special Education Need	<b>536</b>	<b>92 %</b>
SEN Support	<b>34</b>	<b>6%</b>
EHCP	<b>13</b>	<b>2%</b>

<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	2	1	3	Other mixed heritage	13	11	24
Indian heritage	4	2	6	White and Asian	15	9	24
Other Asian heritage	9	5	14	White and Black African	1	2	3
Pakistani heritage	11	6	17	White and Black Caribbean	6	5	11
				<b>Any Other Ethnic Group</b>	8	7	15
African Heritage	3	6	9				
Caribbean heritage	3	1	4	British heritage	140	154	294
Other Black heritage	0	1	1	Irish heritage	3	1	4
				White Other	76	66	142
				Gypsy/Roma	0	0	0
<b>Chinese</b>	6	4	10	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	301
Female	282

<b>Religion and Belief</b>			
Buddhist	1	Sikh	0
Christian	277	No religion	211
Hindu	9	Other religion	6
Jewish	5	Unknown	1
Muslim	58	Refused	16

### Gender identity or reassignment

We do not share data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment due to the ease of identification with small numbers.

### Sexual orientation

We do not collect data on the sexual orientation of our pupils.

### Information on other groups of pupils

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	73	69	142	24%

<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	19	15	34	6%
Number of pupils eligible for Pupil Premium funding	21	20	41	7%

### Looked after children

We currently have no 'Looked After' Children We have 8 'Previously Looked After' Children
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### Young carers

We currently have 1 child who has been identified as a 'Young Carer'
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### Other vulnerable groups

We currently identify pupils who we deem to be vulnerable to potential underachievement and track their progress termly. Where individuals are not making adequate progress with their learning, we adjust the support available to them in class or through targeted intervention programmes. Referrals to support vulnerable families include: Jigsaw4U, Parenting Classes, and other early help offers from Merton and Wandsworth.
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## Part 2: Our main equality challenges

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

We continue to develop and review 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.

To develop a 'dyslexia friendly school'

To work on the early identification of special educational needs within children who speak English as an additional language.

To raise the achievement of disadvantaged children with a focus on maths attainment

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

The information provided here aims to show that we consider 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. School policies are available on our website.

- 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.
- Our governing body has members who have had training on 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 and employees.
- In our school Behaviour Policy we have outlined how we hope to achieve our aim of encouraging good behaviour and respect for others and preventing all forms of bullying from occurring at WPPS
- We have a school anti-bullying statement which states that:  
"Everyone at WPPS School has the right to feel welcome, secure and happy. Bullying of any sort prevents members of the school community be able to achieve to their maximum potential and prevents equality of opportunity. It is everyone's responsibility to eradicate bullying."
- 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. 'Pupils know what bullying is and the different forms it may take'.

- The school has received the Gold award from the Anti Bullying Alliance and continues to take part in Merton's Anti-bullying steering group.
- Staff have had 'Unconscious Bias' training
- Written logs are kept to monitor types of bullying, the perpetrators and the victims.
- We have a special educational needs policy that states: The Governing Body and the staff aim to ensure that all pupils, including those as identified as having special educational needs and disabilities are motivated and encouraged to develop physically, socially, intellectually, spiritually, morally, culturally and emotionally by providing a broad and balanced curriculum which is accessible to them and which incorporates the National Curriculum or Foundation Stage Curriculum. We have high expectations and aspirations for all our children, including those with a SEND and believe that every teacher is a teacher of every child, including those with SEND. We aim to ensure that all children achieve the best possible educational and other outcomes.
- We have an accessibility plan that aims to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The plan also states that we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Our admission arrangements are managed by the Local Authority and comply with all Equalities legislation.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a Safe Working Practice Agreement (Code of Conduct) for all adults in school (staff, governors, volunteers, trainee teachers, external providers). This agreement highlights our expectation that all children are treated fairly in school.

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 disadvantages and meet the needs of particular individuals and groups of pupils.

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

- Pupils have opportunities to collaborate with all the other children in their class and year group. Achievement of all pupils is celebrated e.g. drama productions where pupils with SEND have significant roles like all other pupils achievement assembly where the individual's progress is celebrated whatever their starting point.
- The school promotes high levels of the spiritual, moral, social and cultural development of all pupils through the PSHE curriculum, RE curriculum, assembly cycle and pupil leadership structures.
- Extra-curricular activities allow pupils with SEND to be successful beyond the academic curriculum (with a particular focus on inclusive competitive sports competitions)
- We deal promptly and effectively with all incidents and complaints of bullying and harassment, including those towards those with special educational needs. We tackle prejudice and any incidents of bullying based on disability.
- We tackle racist and homo/trans/biphobic incidents thoroughly ensuring the incidents are used to educate children and not simply punish wrong doing. We record racist and homo/trans/biphobic incidents and report these to the local authority each term.
- Our curriculum supports all pupils to understand, respect and value difference and diversity – this is through texts chosen, models used, units selected, people celebrated.

- Our curriculum is regularly reviewed and has been fully reviewed across the academic years 2019-20, 20/21 and 21/22 – with particular inputs on decolonising the curriculum and incorporating recommendations from the Black Curriculum/Equaliteach/BAME ed
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience, particularly through our new RSHE/PSHE curriculum (20/21)
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- As a school with small numbers of children from many different cultures we seek to find representations and role models that children can see a version of themselves in
- We ensure that the curriculum challenges racism and stereotypes
- Values are promoted throughout the curriculum and are supported by resources that reflect the diverse communities of modern Britain
- We ensure boys and girls share offices of responsibility in school life. This achieves equality of opportunity for older pupils; it also means younger pupils have good role models as they come through the school. Girls have opportunities to be leaders and are seen as such by the whole school community. Boys have opportunities to care for other pupils and this provides an excellent model for younger pupils.
- We seek to use language that celebrates difference but does not ‘other’ individuals

### **Disability**

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

### **Summary information**

- Children with SEND may have a physical or cognitive disability (or both), this may impact on their learning outcomes and also on the way in which they are able to access learning
- Staff are aware of reasonable adjustments that need to be made to the physical space to assist children with their learning and differentiation approaches to make learning accessible to all (pitched appropriately)
- Relationships between all pupils are strong
- Some staff may have declared a disability when applying for their role or may develop a disability once employed – the school takes advice from Occupational Health and HR to ensure reasonable adjustments are made to facilitate staff being able to perform their role in school

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

- Our SEND policy states: “This is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disability (SEND) at Wimbledon Park Primary School. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, gender and social origin.”
- Early years staff identify children with additional need quickly and appropriate referrals to outside agencies made (SALT, Early Year’s Team, Occupational Health, Paediatric)
- Our EYFS Phase Leader has completed the Early Year’s Inclusion course and works closely with the Inclusion Manager to facilitate early identification as well as adjusting support as necessary
- We have termly pupil progress meetings to track individuals and groups in each class.
- We analyse the progress of children with SEND and work with teachers to make improvements to the support both in and out of the classroom.
- We support learners with disabilities and/or special educational needs by meeting their individual needs through targeted support and SEND support plans. We make adjustments in the classroom to ensure that all pupils learn successfully.



- Children are part of the conversation (where appropriate) about their SEN plan outcomes and strategies to be used. There is an emphasis on pupil voice, especially in KS2.
- Identified children may also be given additional support from adults within school or from selected outside agencies. This support happens both on an individual and group level.
- We involve pupils with SEND and their families in the changes and improvements we make to their support in school and consult them termly on issues affecting their child.
- We work closely with parents through the SEN process, from when we make initial observations of their child to making an application for an Education, Health and Care Plan needs assessment.
- Merton language, behaviour and learning team; Occupational therapy, VBS; Educational psychology; Speech and language, CAMHS, MAOS; Jigsaw 4U and the Visual and Hearing Impairment team are the external agencies that the school works with on a regular basis
- We take steps (reasonable adjustments) to ensure that pupils with a disability are not put at a disadvantage compared to other pupils.
- We involve children with a disability, their families and staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf. The same process is carried out with staff.
- We support the emotional needs of our children with our ELSA teaching assistants, Learning Mentors and other interventions such as Zippy's friends, Theraplay and Jigsaw4U.
- Our Inclusion Manager is training on a Mental Health First Aid course
- We carry out accessibility planning for pupils and staff with disabilities that increases the extent to which they can participate in the curriculum and complete their role
- We review our accessibility of the building to ensure that all physical barriers are removed where possible.
- Risk assessments for trips and residential trips ensure that children with additional needs can participate with appropriate adjustments.

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

- Our newly, re-planned wider curriculum reflects and builds on the National Curriculum and supports all pupils to understand, respect and value difference and diversity.
- We continue to review and update our disability & accessibility action plan to ensure that all physical barriers to learning are removed
- The Senior Leadership Team write medium term/short term plans for wider curriculum to ensure curriculum resources are representative of a diverse wider society
- Year Group Leaders take responsibility for the training and development of TAs.
- The Inclusion Manager works to support LSAs working 1:1 with children, ensuring they are well equipped to support all learners but particularly those who have a support plan/EHCP
- All children on the SEND register have a one-page profile which summarises their individual needs and ensures all staff (specialist, supply, support) understand how to support pupils effectively. This also captures the pupil and parent voice.

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

We are committed to working for the equality of all ethnicities.

## Summary information

### Ethnicity

- There are no significant inequalities, including gaps in attainment.
- There are no significant gaps in progress between different ethnic groups in reading and writing and maths.
- Pupils from all ethnic groups generally achieve well
- Performance against national and local benchmarks is above average
- White British pupils are the largest single ethnic group in the school. White other are the school's next largest group. Cohort sizes for other ethnic groups are generally very small and therefore we analyse outcomes on an individual pupil level.
- Children with EAL who are in school for a longer time generally make exceptional progress across subjects and year groups
- Across the school, children with EAL make rapid progress in all areas
- Our staff team is predominantly White British and White Other

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

- We monitor the attainment and progress of our pupils individually, and by groups (EAL).
- EAL Tracker completed termly.
- We set targets for all pupils' learning and we assess progress every term. The EAL lead monitors and tracks children who have English as an additional language and works closely with class teachers to develop tailored support.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- Where pupils do not make adequate progress or perform below age related expectations, we provide additional support to address the particular learning need e.g. additional language support for pupils who are at the early stages of acquiring English.
- All teaching and staff have had training to identify how to support children learning English as an additional language
- We use intensive synthetic phonics with new arrivals to allow them to rapidly gain access to reading, writing and speaking in a new language and surround them with good language models.
- We have particular initiatives to tackle the motivation and engagement in learning of particular groups, e.g. use of bi-lingual TAs.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups. Hosting coffee mornings to give parents access to other families and support networks and offering advice about how they can support their children.
- Our curriculum and enrichment opportunities have been reviewed to ensure that children from all ethnicities have the opportunity to learn about people from a similar ethnicity to them and learn about positive aspects and successes of people from the same ethnicity
- Units have been carefully chosen to be representative of our school community but to also expose children to difference to ensure they are aware of the positives and negatives that can be associated with this
- We teach children to tackle and challenge use of language which is prejudiced

- We will encourage involvement of parents, from all ethnic groups, in school activities. We collect data on attendance at meetings, social events etc. and plan appropriate actions if there is an anomaly between different groups of parents. Further encourage parents to support their children with their learning
- We have a structured and established process for new arrivals who are welcomed into the school, e.g. arrange for each new arrival to have a buddy, a starter booklet and we will ensure that new arrival children are given an initial assessment. We also meet with parents in advance of their child's start to ensuring a close link to school.
- Curriculum links enable pre-teaching/revision of information that they are taught in class
- Our newly, re-planned wider curriculum reflects and builds on the National Curriculum and supports all pupils to understand, respect and value difference and diversity but will continue to be reviewed as more materials on 'decolonising the curriculum' become available
- Although we have small numbers of prejudiced (racist) bullying and serious incidents, we will continue to monitor the patterns around these and adjust our curriculum to challenge incidents of language use
- The Senior Leadership Team write medium term/short term plans for wider curriculum to ensure curriculum resources are representative of a diverse wider society
- Year Group Leaders take responsibility for the training and development of TAs.
- YGLs choose models/representation thinking about ethnic identity for the children in their year group but we will continue to review further integration
- New core texts have been chosen to be representative but curriculum text books/non-fictions texts need further review

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

#### **Gender**

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

#### **Summary information**

- Attainment across all subject areas is broadly the same for boys and girls
- A focus, through the curriculum, to engage and inspire boys to write remains as more girls are achieving the expected standard in writing than boys
- Similar numbers of boys and girls are successful with academic entrance exams for secondary aged transition
- Boys and Girls all have equal access to leadership roles in school
- Our staff team is predominantly female

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

- We monitor the attainment of all our pupils by sex (gender).
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- Neither boys nor girls are treated as homogenous groups
- We actively teach that girls and boys should be treated equally
- We identify and address barriers to the participation of boys and girls in all activities including wider curriculum and extra-curricular opportunities.

- We ensure that gender stereotypes do not limit activity choices. We aim to provide equal access for boys and girls to a wide range of activities. We provided a separate girls' football club to support girls' access to the sport. Boys play a prominent role in organisations such as CTC where they have an opportunity to care for others.
- We encourage parents to come into school and talk about their work to challenge outdated images and ideas about careers and employment.
- Parents of both genders frequently support children's learning in school and help to provide positive role models for all
- Children who are experiencing difficulties engaging with their learning are provided specialist support through programmes such as ELSA/Jigsaw4U
- All staff have completed equalities training and have a good awareness of language use, challenging stereotypes, working with children to allow equal access
- Whole staff training on "Unconscious Bias"
- Across the school, children work with a different Learning Partner each week so that they have the opportunity to learn alongside both boys and girls.
- We monitor good learning certificates and the achievement awards to ensure that boys and girls are equally represented in all areas
- Our curriculum has been reviewed to ensure that all models/examples chosen are representative of positive role models for all.
- Our core texts (where possible) have been chosen because either the protagonists are strong role models or the authors themselves represent marginalised groups
- All children participate in the same sports in P.E lessons

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

- Boys and girls are well represented in many activities across school life: offices, clubs, sporting activities and there are no significant gaps in attainment. We continue to be committed to equality of opportunity for men and women, boys and girls.
- The redevelopment of our Early Year's Outdoor learning space is designed to encourage the development of boy's writing
- Our new PSHE curriculum is designed to allow children time to think about how to challenge gender stereotypes and to explore different role available in society
- Unconscious Bias training has supported us with ensuring we do not rely on traditionally gendered language and roles

#### **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**

- We do not know of any children or children's family members or staff for whom gender identity is currently being questioned or of anyone who has begun the transition process.
- Although it is rare for pupils – particularly very young pupils – to want to undergo gender reassignment, when a pupil does so a number of issues arise that will need to be sensitively handled.
- Some staff have participated in gender identity training through Stonewall and the Tavistock.

- These issues are more likely to affect the families of our pupils than our pupils themselves. We would support pupils and their families affected by these issues.
- We offer a wide range of experiences to all pupils. We avoid crude gender stereotypes.
- We seek to use gender neutral terms where possible to consciously pre-empt any upset to pupils or staff

## Religion and belief

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

### Summary information

- We do not analyse attainment or progress by religious group
- Children attend our school of many faiths as well as children who adhere to no religion.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice e.g. authorising absence and paid leave for important religious festivals
- We believe our pupils get on well together, whatever their beliefs about religion.
- We consult with pupils, families and others from different faith communities in developing policies and the curriculum when appropriate e.g. Respecting different views about sex and relationships education. Responding to parental comments about appropriate curriculum content in stories, film etc

### How we advance equality of opportunity:

- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- We tackle any barriers that might prevent pupils with particular beliefs from fully participating in school life.
- We support pupils to build a sense of identity and belonging, which helps them flourish within their communities and as a citizen in a diverse society
- The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We make particular use of parents to come into class and talk about their religious practices and beliefs. This provides an important first-hand experience for the children with lots of opportunities to ask questions and learn directly from other children and families.
- We use collective worship to ask children to reflect on issues wider than their everyday life. Our structured programme of assemblies teaches children about the major religious festivals and allows children opportunities to celebrate their beliefs in their school. Parents play a part in assemblies where possible and speak about their faith and festivals. We also make use of local places of worship (a church and a mosque) for educational visits.
- R.E training delivered to teachers with a focus on inclusive representations of faith through lessons
- Through assemblies, PSHE lessons and coverage of British Values the school actively promotes the spiritual, moral, social and cultural development of all pupils.
- If discrimination arose, we would tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as Islamophobia and anti-Semitism

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

- We continue to focus on children’s spiritual, moral, social and cultural development and to promote equality based on religious belief or non-belief.
- High levels of multi-faith tolerance and very low levels of incidents involving religion
- Continue to foster relationships with local faith leaders
- Embedding the PSHE curriculum which has a term focusing on relationships – developing perspectives beyond surface level understanding
- Use of ‘free’ R.E units to ensure wider reach of the curriculum

### **Sexual orientation**

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

### **Summary information**

- We do not collect information on pupil numbers or analyse attainment or progress by sexual orientation
- We have a small number of incidents where children have used homo/bi/transphobic language but we take any discriminatory behaviour seriously and deal with it appropriately – using a restorative approach and reporting it to the local authority
- We teach children about prejudice related bullying and the use of inappropriate language through assemblies and PSHE lessons

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

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families – with particular reference made to the texts suggested by Stonewall.
- We support pupils to develop the skills to be confident learners and accepting of one another’s lifestyles and beliefs, through the PSHE curriculum
- Our newly developed RSHE/PSHE curriculum includes all family types and goes beyond the suggested content from the DFE
- We ensure that LGBTQ staff feel comfortable, and are supported to be open about their sexual orientation.

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

- We are committed to providing a safe environment for all pupils
- We aim to tackle any discrimination faced by pupils or staff from the LGBTQ community
- All staff are trained around equalities issues – making use of the Stonewall resources – to embed these ideas into the curriculum

### **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:

- We lead meetings and training sessions for staff on the Equality Act and associated duties as well as Unconscious Bias training to equip staff to challenge discrimination
- Pupils can raise concerns through our school council, circle time, pupil surveys, talking to adults including ELSA workers.
- Parents and carers can raise concern through the questionnaire, Head of school /deputy headteachers/Inclusion manager drop ins, meeting with staff, parent consultations.
- Parent workshops
- Parents invited to celebration assemblies
- In 2020 parents were asked to contribute questions and suggestions related to the murder of George Floyd and associated Black Lives Matter movement
- Parents of children with SEND are consulted on the provision for their children

## Part 6: Review of progress against our Equality Objectives: February 2022

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 develop a 'dyslexia friendly school'

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

- Dyslexia training for all staff delivered in September 2018 and then annual updates in our reminder document
- A dyslexia register has been created to ensure the correct support is directed to the correct children
- Early Concern forms completed and shared with parents
- Initial screening by Inclusion Lead
- Dyslexia Friendly Classroom checklist
- Staff meeting presentations designed as Dyslexia Friendly
- Strategy plans created from professional reports to summarise strengths, areas of difficulty and ways to support
- Use of evidence based interventions such as "Toe by Toe" and "Precision Teaching"
- Updated Teaching and Learning Framework to reflect pedagogical approaches – Teaching for Remembering – benefitting all learners but particularly children with dyslexia

### Equality objective 2:

To work on the early identification of special educational needs within children who speak English as an additional language.



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

- We have a clear set of procedures for children new to the school and the initial support that should be put in place e.g. buddy, signs in their own language
- Set of useful questions provided to child in their own language
- Use of visuals such as Communicate in Print to support children's understanding
- Early Concern forms for those children not making expected progress.
- We have a register of the languages spoken by our staff
- We have a non-class based Inclusion Manager who is able to work closely with children and families to support early identification of need. Observations are carried out both in and out of the class to look at learning behaviours and progress.
- We utilise the Early Years team and Merton's Language and behaviour team to help support identification.
- Our very skilled Educational Psychologist is an excellent resource to help with identification and also with training of staff.
- As part of our admissions meeting we speak with families to try to establish how children were working in their home language and if any difficulties have already been identified.
- Many of our parent volunteers have English as an additional language and we try to match them to support children who have the same language.
- Within the first weeks of starting school we use early language assessments to establish knowledge and understanding. These language assessments are repeated after 6 weeks and then at the end of the term to check progress.
- The Inclusion Manager monitors the overlap of children on the SEN register with children who are 'new to English'.

**Equality objective 3:**

To raise the achievement of disadvantaged children with a focus on maths attainment

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

- Intervention project– working with the National Centre for Excellence in Teaching Mathematics – focus on pre-teaching and rapid intervention which has been cascaded to staff to trial
- SLT and Maths Lead class observations and book looks
- Joint observations between Inclusion Lead and Maths Lead
- Pupil progress meeting with a focus disadvantaged pupils and ensuring that they receive greater support and resources.
- All teaching and support staff are given lists of contextual information children so that they are aware of those children who may need additional support.
- Use of rapid interventions to close gaps
- Maths support TA with a specific focus on disadvantage.
- Continued staff training focus on maths, including approaches for teaching for mastery and problem solving
- Additional resources with intelligent conceptual and procedural variation purchased to support interventions in key stage 1 and key stage 2.
- 15 week school led tutoring programme (Covid catch up government funding) Delivered by class teachers (2021-2022)
- Setting groups used when necessary.
- Microscopic progression
- Online maths tuition through Third Space Learning

**Additional information****Policies and procedures**

Other school policies and procedures relevant to this policy are available to download from the school website or through the school office.

**Recruitment and selection of staff**

- We follow the Safer Recruitment procedures for short listing to take steps to avoid discrimination.
- Short listing is based on the strength of application in relation to person specification
- We ensure that staff responsible for recruitment and selection attend training on developing the skills and techniques essential to conducting successful and fair selected interviews.
- We monitor equality information for all applicants.