



# **WIMBLEDON PARK PRIMARY SCHOOL**

## **EQUALITY INFORMATION AND OBJECTIVES UPDATED MARCH 2023**

Approved: Chair of Governors

Date:

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**Contents**

**1. Aims ..... 3**

**2. Legislation, guidance and principles..... 3**

**3. Scope of the legislation ..... 4**

**4. Roles and responsibilities ..... 5**

**5. What we are doing to eliminate discrimination, harassment and victimisation ..... 6**

**6. Advancing equality of opportunity ..... 7**

**7. What we are doing to foster good relations..... 9**

**8. Equality considerations in decision-making .....10**

**9. Monitoring arrangements .....10**

**10. Links with other policies .....10**

**Appendix A .....11**

**Appendix B .....14**

# 1. Aims

Wimbledon Park Primary School aims to meet its obligations under the Equality Act 2010, which created the 'Public Sector Equality Duty' by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential, irrespective of their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference, and does so within a culture of respect and co-operation. We appreciate that an ethos that promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services in our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

## 2. Legislation, guidance and principles

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.
- [The Education and Inspections Act 2006](#) to promote community cohesion.
- Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### Principles

To fulfil our legal obligations, we are guided by a number of principles:

1. All children are of equal value. The School values and promotes the development of every child: whether or not they are disabled or have SEN, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. Our school respects and values differences and strives to remove barriers and disadvantages which people may face in relation to age, disability, neuro-diversity, ethnicity, gender, religion, belief or faith, pregnancy and maternity and sexual orientation (staff and pupils). We believe that diversity is a strength, which

should be respected and celebrated by all those who learn, teach and visit our school.

3. We foster positive attitudes and relationships. Our school will actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We actively encourage all members of the school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We are committed to ensuring that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment, promotion and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all children can make good progress and achieve to their highest potential.
7. We work to raise standards for all children, but especially for the most vulnerable. We believe that improving the quality of education, for the most vulnerable groups of children raises standards across the whole school.

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equalities-related information can be found in **Appendix A** to this policy statement.

The above duty is proportionate and therefore what is published for a small primary school will not be the same as for a large secondary school. For schools with less than 150 staff, the Governing Body are not required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.

We develop and publish specific and measurable objectives every two years on the evidence that we have gathered and the engagement we have undertaken.

The objectives can be found as Appendix B to this policy statement and take into account both national, local and school level priorities.

We will set ourselves new objectives every two years but keep them under review and report annually on progress towards achieving them.

### **3. Scope of the legislation**

It is unlawful for a public body (and, therefore, a school) to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- gender;

- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

It is equally unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. Protection is also extended to individuals who are believed to have one of the protected characteristics, above, yet that perception is mistaken or inaccurate.

Of all the protected characteristics, it is disability which is defined within the Act. It holds that a person is disabled when s/he 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.'

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

## 4. 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, and that they are reviewed and updated at least once every four years;
- Delegate responsibility for monitoring the achievement of the objectives, on a daily basis, to the Headteacher
- Designate a member of the Governing Body to fulfil the equalities link governor role.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors.
- Meet with the Inclusion Manager, PSHE lead, equalities working party and all relevant staff members at least annually, to discuss any issues and how these are being addressed;
- 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.

**Inclusion Manager: Esther Bird**

**PSHE Lead: Jill Manning**

**Equalities working party coordinator: Kelly Averis**

**Chair of Governors: Eric de Regnacourt**

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Appendix B.

## **5. What we are doing to eliminate discrimination, harassment and victimisation**

Wimbledon Park Primary School is aware of its obligations under the Equality Act 2010 and complies with its non-discrimination provisions.

- 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.
- 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, including an anti-bullying statement:  
"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.
- 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 received training in 'Unconscious Bias'
- 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 recruitment and employment procedures and practices.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school, and we ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a Staff 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.

## **6. 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 the disadvantages which may be suffered by people who are connected to a particular protected characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray)
- Monitoring the take-up of clubs and after-school activities to ensure that these are meeting the needs of all pupils.

In fulfilling this aspect of the duty, the School will continue to:

- Analyse the attainment and progress of pupils in different key groups and have termly year group progress meetings to track individuals and groups in each class
- Analyse achievement data to determine strengths and areas for improvement, implement actions in response to any differences that analysis shows to support school improvement action planning
- Where pupils are not making good progress or perform below age related expectations, provide additional support/reasonable adjustments and take action to close gaps
- Identify children with additional need quickly and appropriate referrals to outside agencies made (SALT, Early Year's Team, Occupational Health, Paediatric)
- Have a teaching and learning framework that ensures that teaching approaches meet the needs and maximise progress for all pupils (e.g. through direct instruction, microscopic steps, clear explanations, questioning techniques, deliberate practice, behaviour management, reducing distractions)
- Support learners with disabilities and/or special educational needs by meeting their individual needs through targeted support and SEND support plans.
- Make specific equality adjustments in the classroom to ensure that all pupils learn successfully.
- 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.

- Make reasonable adjustments to ensure that pupils with a disability are not put at a disadvantage compared to other pupils.
- 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.
- Support the emotional needs of our children with our ELSA teaching assistants, and other interventions such as Zones of Regulation and Jigsaw4U.
- 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
- Risk assess trips to ensure that children with additional needs can participate with appropriate adjustments.
- 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
- 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
- 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 ensuring a close link to school.
- New core texts have been chosen to be representative but curriculum text books/non-fiction texts need further review
- 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, including having mix gender sports throughout the school. 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.
- 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.
- Monitor good learning certificates and the achievement awards to ensure equal representation
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- Through assemblies, PSHE lessons and coverage of British Values the school actively promotes the spiritual, moral, social and cultural development of all pupils.
- 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.
- Ensure that LGBTQ staff feel comfortable, and are supported to be open about their sexual orientation.



- Half termly assemblies to ensure equality and tolerance are regularly promoted and pupils are educated

## **7. What we are doing to foster good relations**

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

- 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, achievement assemblies 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 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
- We frequently refresh class libraries to ensure pupils have equality-representative texts and books to read
- 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

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

The School ensures it has due regard to equality considerations whenever significant decisions are made. To achieve this, we consider the impact of those significant decisions on groups.

Specifically,

- we review relevant feedback from the annual parent questionnaire, parents' evening, and/any specific focus meetings;
- we secure and analyse responses from staff surveys, staff meetings and training events, where appropriate;
- review feedback and responses from the children and groups of children, specifically through the School Council, PSHE and RSE lessons and the annual pupil survey;
- analyse issues raised in Annual Reviews of pupils with and EHCP or reviews of progress against objectives in SEN Plans;

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year. This document will be reviewed and approved by the Governing Body annually.

## **10. Links to other policies**

This document links to the following policies:

- Accessibility plan;
- Behaviour policy;
- Policy for the education of pupils with medical needs
- Managing Medicines and Medical Needs Policy
- Safeguarding and Child Protection policy;
- SEND policy;

# Appendix A

## Part 1: Information about the pupil population

Number of pupils on roll at the school: **642** (March 2023)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’.

### 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.’ Pupils with a disability have their needs met through person-centered planning with input from specialist outside agencies, where that is beneficial.

Students Special Education Needs (SEN) Provision	Number of pupils	Percentage of school population
No Special Education Need	590	<b>91.9%</b>
Receiving SEN support	37	<b>5.7%</b>
Education and Health Care Plan/Statement	16	<b>2.5%</b>

Ethnicity and race	Boys	Girls	Total	Ethnicity and race	Boys	Girls	Total
Bangladeshi	2	1	3	White and Black African	2	4	6
Indian	4	5	9	White and Asian	15	12	27
Any other Asian Heritage	13	7	20	White and Black Caribbean	7	4	11
Pakistani	14	3	17	White - British	152	154	306
Black Caribbean	3	1	4	White - Irish	4	1	5
Black African	1	4	5	Traveller of Irish Heritage	1	0	1
Any other Black Background	0	1	1	Other White	84	75	159
Chinese	6	8	14	Any other ethnic group	16	13	29
Any other Mixed Background	11	13	24				

Religion and belief	Number of pupils
Buddhist	2
Christian	292
Hindu	12
Jewish	7
Muslim	70
No religion	245
Other Religion	6
Sikh	0
Refused	0

#### 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 small numbers and the ease of identification.

#### Sexual orientation

We do not collect this information on our students.

#### 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 choose to provide further information on the following groups of pupils:

Pupils with English as an additional language	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	96	79	175	<b>27%</b>

Pupils from low income backgrounds (FSM)	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	27	18	45	<b>7.0%</b>
Number of pupils eligible for Pupil Premium Funding	29	23	52	<b>8.1%</b>

#### Looked after children

We currently have no 'Looked After' children

We currently have 7 "Previously Looked After' children

#### Young carers

We currently have no children identified as young carers.

# Appendix B

## Equality Objectives 2023-2026

The Public Sector Equality Duty (PSED) requires all schools 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 remove barriers and improve provision and support for pupils with SEND to ensure their progress and achievement across the curriculum.

### Why we have chosen this objective:

- The attainment gap between children with SEND and their peers has widened during the past 2-3 years
- Attendance of children with SEND is lower than their peers and greater numbers are persistently absent
- Although the proportion of children with SEND at 6% is lower than most schools, the number of EHCPs in a mainstream school is relatively high - there are 16 currently with a further 9 in progress/high profile for EHCP applications
- There is reducing levels of support staff across the school which necessitates changed and sharpened classroom approaches to support inside the classroom and through interventions
- Support for well-being - research suggests that 36% of pupils with SEND experience frequent bullying and twice as likely as other children to suffer from persistent bullying

### To achieve this objective, we plan to:

- Continue implementing the teaching and learning framework consistently to ensure high quality classroom instruction
- Improve the implementation of the equalities adjustments register through its incorporation into more regular professional development and monitoring
- Improve the professional development provision for support staff and refine the processes for supporting their performance
- Continue to develop and support teachers and TAs in supporting our SEND pupils to access learning in the classroom using techniques which encourage independent learning and participation.
- Continue to refine our curriculum sequencing in small steps
- Support teachers in planning (and adjusting planning/scaffolds/accessibility) for children who are working outside of year group expectations
- Support the emotional regulation and wellbeing of all pupils through development of the Mental Health Lead and training for all staff in emotion coaching, zones of regulation and anti-bullying

- Monitor absence and ensure early intervention to reduce the risk persistent absence
- Continue to monitor outcomes (assessment and towards SEN objectives) and adapt provision and interventions
- Continue with early identification of need and support, starting SEN graduated response cycles
- Improve access for specialist parental support targeted early help, workshops and appropriate parenting programmes (e.g. PPP, incredible years)

## Equality objective 2:

To increase the attainment of disadvantaged children, particularly targeting raising the proportion working at greater depth within age expectations by the end of key stage 2.

### Why we have chosen this objective:

- The proportion of children eligible for pupil premium is 8% and rising
- Although attainment of disadvantaged pupils has risen over time and is generally in line with national attainment benchmarks for all students, this is not consistent at every attainment point and remains lower in the proportion working at greater depth
- The gap between disadvantaged pupils and their peers is consistently wider in early years than higher in the school

### To achieve this objective, we plan to:

- Continue implementing the teaching and learning framework consistently to ensure high quality classroom instruction
- Continue to refine our curriculum sequencing in small steps
- Monitor and review closely the attainment of disadvantaged children, adjusting support to accelerate progress
- Monitor, review and address other barriers to engagement and achievement (e.g. attendance, wider participation)
- Ensure a focus on the attainment of disadvantaged pupils as part of termly year group pupil progress meetings and year group action planning
- Maintain the strong focus on early language development, phonics and early reading through the literacy specialist/early reading lead
- Develop the team of reading volunteers further and leverage the afternoon nursery staff further to increase adult reading interventions