



West Wimbledon Primary School

EQUALITY INFORMATION AND OBJECTIVES

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1. Aims

West Wimbledon 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.
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This document is also based on 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, 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, 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 day to day basis, to the Headteacher
- **Designate the Standards. Teaching and Learning Committee to fulfil the equalities governance role.**
- **Monitor equalities objectives annually through Committee work and school reports**

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 designated members of staff for equality annually, and other relevant staff members, 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.

The designated member of staff for equality is Rosie Williamson.

They will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils;
- Support the Headteacher in identifying any staff training needs and deliver training as necessary.

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

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

- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are 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 will receive training on the Equality Act as part of their induction, and all staff receive refresher training, where relevant. Important equalities information, including the current objectives, is included with the Staff Handbook, which is rewritten for the start of each academic year in September.
- The School has a designated member of staff for monitoring equality issues, and link governance committee. They regularly liaise regarding any issues and make senior leaders and other governors aware of these as appropriate.
- Instances of homophobic, transphobic or racist behaviour are dealt with by a senior member of staff and are reported to the Local Authority (process for reporting is currently under review by the Local Authority).
- All instances of bullying (including racist and prejudice-based bullying) are dealt with by a senior member of staff and are reported to the Local Authority (process for reporting is currently under review by the Local Authority).
- We take account of equality issues in the way we provide education for our pupils and the way we provide access for pupils to facilities and services, as well as in relation to admissions and exclusions;
- We are aware of the Reasonable Adjustment Duty for disabled pupils – designed to enhance access and participation of all pupils and to stop disabled children being placed at a disadvantage compared to their non-disabled peers (*see Pupils in schools with medical conditions policy and Accessibility Plan*).
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- 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 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.

- We actively promote equality and diversity through the curriculum and by creating an environment and ethos that champions respect for all.
- The School policies on Behaviour takes full account of the new duties under the Equality Act, 2010. We make reasonable, appropriate and flexible adjustments for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and we take action promptly to address concerns.
- Should it occur, the School will challenge any form of prejudice and prejudice-based bullying, as it stands in the way of fulfilling our commitment to inclusion and equality. Details of the procedures for doing this can be found in our Behaviour Policy. The Governing Body will write into its schedule, the annual monitoring of the incidence of prejudice-based bullying or language and will check that it has been responded to appropriately and effectively.

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 characteristic they have (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 particular characteristic (e.g. enabling Muslim pupils to pray and having a quiet space for contemplation during Ramadan)
- Monitoring the take-up of clubs and after-school events to ensure that activities are meeting the needs of members of the School community and are appealing to pupils of all characteristics.

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

- 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 to any differences that analysis shows and publish this information.
- We already undertake this level of analysis to inform our planning and identify targets to support school improvement.
- We publish an account of how the Pupil Premium is spent to improve the learning of those known to be eligible for Free School Meals (FSM) and Ever-6, and act to close the attainment gap between them and their more affluent peers.
- We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- Make evidence available, identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data relating to any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving and, where relevant, to their parents and carers.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- In addition to avoiding or minimising possible negative impacts through our policies, we take a more proactive stance and seek to create opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:
 - disabled and non-disabled people
 - people of different ethnic, cultural and religious backgrounds
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation, where necessary.

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:

- Promoting a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, Relationships and sex education (RSE – Relationships education statutory September 2020), but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures
- Prepare our pupils for life in a diverse society, ensuring that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- Holding assemblies dealing with relevant issues, which celebrates the diversity within the School and beyond. Pupils are encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This can and has included inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community and to local religious and cultural buildings.
- Using materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- Encouraging and implementing initiatives to continue to avoid 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 provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity throughout the School's curriculum and policies, and specifically in displays, assemblies, visitors and whole school events.

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 or reviews of progress on Individual Education Plans / Personalised Provision Maps, mentoring and support;
- In future, we will develop the mechanisms to ensure that we secure responses and feedback at Governing Body meetings and from the Governing Body's sub-Committees.

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 by the Governing Body at least every two years.

This document will be approved by the Full Governing Body.

10. Links to other policies

This document links to the following policies:

- Accessibility plan;
- Behaviour policy;
- Pupils in schools with medical conditions policy;
- Safeguarding and Child Protection policy;
- Special Educational Needs and Disability policy;

Appendix A

Part 1: Information about the pupil population

Number of pupils on roll at the school: **444** (January 2020)

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.

There are pupils at our school with different types of disability, however, 31 EHCPs identify ASD as the primary learning need, (25 pupils attending our Base for children with autism and 6 mainstream pupils).

Students Special Education Needs (SEN) Provision	Number of pupils	Percentage of school population
No Special Education Need	341	77%
Receiving SEN support	66	15%
Education and Health Care Plan/Statement	37	8%

Ethnicity and race	Boys	Girls	Total	Ethnicity and race	Boys	Girls	Total
Bangladeshi	1	0	1	Any other Mixed Background	15	8	23
Indian	5	7	12	White and Black African	5	5	10
Any other Asian Background	16	9	25	White and Asian	11	15	26
Pakistani	9	9	18	White and Black Caribbean	5	5	10
Black Caribbean	5	6	11	White - British	92	78	170
Black African	16	12	28	White - Irish	1	0	1
Any other Black Background	2	2	4	Other White	27	21	48
Chinese	5	1	6	Any other ethnic group	24	24	48

Religion and belief	Number of pupils
Buddhist	5
Christian	134
Hindu	24
Jewish	2
Muslim	69
No religion	179
Other Religion	26
Sikh	5

Gender identity or reassignment

We do not collect this information on our students.

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	95	84	179	40%

Pupils from low income backgrounds (FSM)	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	61	50	111	25%

Looked after children

We choose not to disclose information in this area.

Young carers

We choose not to disclose information in this area.

Equality Objectives 2020-2021

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 improve the outcomes for disadvantaged children (especially those who also have SEND) so that the gap between this group and non-disadvantaged children reduces and is ultimately closed.

Why we have chosen this objective:

25% of our school population are categorised as disadvantaged. This pupil group is currently under-performing compared to non-disadvantaged pupils, across the school but in particular in Key Stage 2, where historical attainment gaps are evident. By targeting this group of children, we intend to reduce the attainment gap of pupils supported through the pupil premium in all subjects.

To achieve this objective, we plan to:

- Continue to make improvements to our quality first teaching approaches which has direct impact on the progress and attainment all pupil groups.
- Monitor the progress and attainment of pupil premium children and plan effective interventions to address gaps of knowledge and learning.
- SLT and SENCO to hold half-termly strategy meetings to review PP provision to ensure targeted support is timely and effective.
- Monitor pupil premium children's access to the wider curriculum to ensure they have equal opportunities compared to non-pupil premium pupils.

Equality objective 2:

All children, including those with SEND are able to access learning, within all Curriculum areas, with appropriate provision and resources identified.

Why we have chosen this objective:

- 13 pupils identified as needed EHCPs February 2020 – these pupils require additional funding and resources, in order to access the Curriculum fully.
- Lack of strategic overview of whole SEND need and planned provisions.

To achieve this objective, we plan to:

- To ensure that the drive and ambition for higher outcomes continues and is inclusive of all pupils, including those with SEND.
- Work with teachers to improve identification procedures of SEND pupils.
- Purchase Provision Map software in order for SLT and SENCO to have strategic overview of all SEND pupils.
- Working with all staff to implement 'assess, plan, do, review' cycle.
- Complete an audit, provide training and deliver specialist interventions to meet the needs of identified pupils.