



SURREY STREET PRIMARY SCHOOL

Learning for Life

Single Equality Policy and Action Plan

Ratified by Governors

21st May 2018

Review	Yearly
Date of next Review	May 2019

This Policy must be reviewed annually

STATUTORY

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 and staff 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 class and house captains
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

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

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
- boys in certain subjects, and girls in certain other subjects.

For more information please contact:

Headteacher- Mrs L Adams

Robin Cowan – Chair of Governors

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: **494**

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.’

Number of pupils with known disabilities:

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

- Common medical conditions such as asthma
- Hearing impairments
- Less common and more complicated conditions requiring Care Plans

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	393	80%
School Action or Early Years Action	48	10%
School Action Plus or Early Years Action Plus	45	9%
SEN Support	93	19%
Statement/EHC plan	8	2%

Ethnicity and race							
Asian or Asian British	Girls	Boys	Total	Mixed	Girls	Boys	Total
Bangladeshi heritage	19	18	37	White and Asian	5	9	14
Indian heritage	8	7	15	White and Black African	7	4	8
Other Asian heritage	6	3	9	White and Black Caribbean	8	13	21
Pakistani heritage	17	16	33	Other mixed heritage	5	5	10
Black or Black British	Girls	Boys	Total	White	Girls	Boys	Total
Black African heritage	18	15	33	British heritage	50	52	102
Caribbean heritage	13	12	25	Irish heritage			0
Other Black heritage	5	2	7	Traveller of Irish heritage	1	1	2
	Girls	Boys	Total	Gypsy/Roma	4	11	15
Chinese	2	1	3	White other	67	80	147
Kashmiri		2	2				
Turkish/Cypriot	1	3	4				
Any Other Ethnic Group	2	2	4				

Information withheld	0	Information not yet obtained	0
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Gender			
Female	238	Male	256

Religion and Belief
We do not routinely collect this information for staff and pupils

Information on other groups of pupils

Ofsted inspections look at how schools help all pupils to make progress. In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language				
	Girls	Boys	Total	Percentage of school population
Number of pupils who speak English as an additional language	143	164	307	62%
Number of pupils who are at an early stage of English language acquisition	DfE stages A (new to English) and B (early acquisition) 56 (11%)			

Pupils from low-income backgrounds- We do not collect this information. We do have information on children eligible for pupil premium				
	Girls	Boys	Total	Percentage of school population
Number of pupils eligible for free school meals	103	93	196	40%

Looked after children

3

Young carers (if known)

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Other vulnerable groups

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Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to 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. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that is applied consistently and fairly
- We have a school anti-bullying policy that is applied consistently and fairly
- 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.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an English as an Additional Language (EAL) policy that outlines the provision the school makes for pupils with EAL.
- Our admission arrangements are fair and equitable.
- 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 staff code of conduct that is understood and implemented by all staff.

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.

Disability

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

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Data for different groups is monitored and factors which can affect the outcomes of different groups are taken into account, such as mobility, disadvantage, SEN and English proficiency.

The attainment of disadvantaged pupils across all subjects in 2016-17 was significantly below that of non-disadvantaged pupils nationally. (Outcomes are available from <http://www.surreystreetprimary.com/about-us/pupil-premium.>)

To address this, in 2017-18, the school:

- is continuing with the local authority run initiative (Spotlight on Standards – predominantly focussing on maths and English in KS2)
- has introduced a new online reading scheme, Rapid Readers, to promote reading fluency and comprehension at home
- has introduced new research-based interventions focussing on reading, spelling and grammar.
- has undertaken a full review of Pupil Premium has acted upon the recommendations
- has implemented a new tracking system to ensure that the impact of the Pupil Premium Strategy can be continually evaluated.

Ongoing measuring of impact: all teachers are aware of the contextual data, including eligibility for pupil premium, relating to all children in their class. Termly pupil progress meetings evaluate children's progress against their expected outcomes, and comparatives between Pupil Premium and Non-pupil Premium form part of these meetings. Following these meetings, additional targeted interventions are put in place for those children who are at risk of not meeting their targets through just quality first teaching.

Current in school data, shows that difference between outcomes for disadvantaged children in school and their non-disadvantaged peers, both in school and nationally, has diminished significantly.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs. This may include extra classroom support with physical, behavioural and learning needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils. This includes support around school and on educational visits.
- We have a number of Makaton-trained staff and a practitioner from HIPPO has run a Makaton Club for staff and pupils.
- We carry out accessibility planning for disabled pupils which increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils. We have Care Plans drawn up by relevant professionals and carers for identified children.
- We have trained paediatric first aiders and staffed medical room. Staff are prepared to administer medicine. Staff are trained on specific medical routines when needed. Recent examples are diabetes, asthma, epilepsy and allergies.

- We have qualified staff who research and seek training as required.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- Our attendance officer and family workers support families with improving their children's attendance to ensure all children gain the maximum benefit from attending school.

How we foster good relations and promote community cohesion:

- We are continually developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they experience, often using assemblies.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability.

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

Surrey Street Primary has successfully integrated children and staff with disabilities; we have found solutions to perceived problems. We are a fully inclusive school.

Improving outcomes for all children, from all groups, is the current plan for the school. Systems for closer monitoring of outcomes and development of teachers is already having a positive impact.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Comparison of performances by ethnicity, race and EAL with national benchmarks proves challenging as national benchmarks treat each group as a homogenous group. It is therefore not possible to, for example, directly compare performance of children at different stages of English acquisition with any national data as only data for EAL children as a whole is reported nationally. Similarly, other characteristics which may impact on the data for any group (SEN, mobility and level of English acquisition) are not available for the different ethnicities.

Data analysis performed in school aims to make fair comparisons between different groups, allowing for the range of factors which may impact on the group. Tracking children over the length of time that they have been in school is one such form of analysis. Typically, this shows that the longer the children have been in the school the better their outcomes and attendance.

We try to make sure that people from different ethnic groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, through our class and house captains, using our Family Workers and through Family Voice.

How we advance equality of opportunity:

- We identify and address barriers to the participation of particular groups in learning and other activities.
- We hold termly Pupil Progress Meetings where children's progress and learning needs are discussed and interventions may be put in place.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups, especially through Family Worker support.
- We have a skilled EAL team in school and are further developing all staff's skills through work with Hounslow Language Services.
- We have an experienced Wellbeing team who support children with transition, both leaving and joining the school, and who work with children who have emotional barriers to their learning.
- We link with groups, organisations and projects in the local community, such as churches, library, carnival arts.
- We have had success in allaying the fears of some 'reluctant' parents from some ethnic groups so they have allowed their children to access and experience residential trips and swimming.
- We have translated some of our attendance letters into other languages to support those groups for whom attendance and punctuality is proving an issue.

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events – charity fundraising, harvest appeal, community Fete
- Our assemblies often take the theme of belonging and community building.
- We invite diverse members of the community into the school, providing opportunities to promote social, moral and cultural development of pupils.

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

We have a history of successfully integrating children and staff from a range of ethnic groups and creating a harmonious atmosphere, which we have managed to continue as the school has expanded.

Children are mature in their understanding of diversity in the community they live and learn in, and they welcome all visitors warmly.

Gender

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

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Any gaps between girls and boys will become clearer now that we are starting to monitor our 'core group' of children.

We regularly seek pupil views in our class/house system and in pupil interviews linked to the curriculum.

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of individual boys and girls.
- We identify and address any barriers to the participation of boys and girls in activities.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- We have male staff across the school who are positive male role models.

How we foster good relations and promote community cohesion:

- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We include positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- We celebrate many cultural and religious events to increase pupils' awareness and understanding of different communities.

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

Children are mature in their understanding of diversity in the community they live and learn in, and they welcome all visitors warmly.

Religion and belief

We do not routinely collect this information for pupils and staff

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

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

n/a

How we advance equality of opportunity:

RE lessons promote understanding and tolerance.

Uniform policy aims to sensitively balance religious differences with school requirements.

RE days and assemblies recognise a wide range of beliefs and enable children to learn about festivals and celebrations from different faiths.

How we foster good relations and promote community cohesion:

We link with groups, organisations and projects in the local community, such as local churches, library, carnival arts

We invite parents to join our Friday assemblies.

We run parent activities in the Family Room that encourage the celebration of differences and similarities.

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

Continue to monitor outcomes for boys and girls, taking into account that these groups in themselves are not homogenous, and address differences in progress and attainment as they arise.

Part 3: 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:

- **Family room and Family Voice**
- **A member of the senior leadership team welcomes parents and children to the school every day.**
- **Open door policy (with appointment)**
- **Newsletter and website**
- **Text and letter communications**
- **Questionnaires for parents**
- **Pupil voice – Houses system**
- **Staff meetings/briefings and consultations**

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
Half Termly	Pupils via house meetings	House captains want to trial running a healthy tuck shop.	This option is currently being explored and was trialled in Wellbeing Week.
Monthly	Family Voice	A wide range of proposals have been made by parents.	Water bottles changed in response. Information screens used at Friday assemblies. Speedbumps have been added to the Cutenhoe Site driveway to improve pedestrian safety.

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To ensure equal access in the school by identifying possible equality issues and reviewing practices, particularly with reference to accessing the site and building and curriculum enhancement.

- **Waiting area for Year 1 parents to ease access to Early Years and KS1.**
- **Managing access to the site and buildings for disabled pupils and parents.**
- **Adapting systems for collecting children from the site to minimise congestion on the lower path and make better use of the upper pathways.**

Progress we are making on this objective:

School heavily subsidises visits (Y6 residential trip and all day trips), after school curriculum clubs are free.

Extra adults escort disabled children on school visits to administer medicine or monitor health and behaviour.

Clubs data has been added to our new EduKey system to allow uptake by different groups to be monitored.

We have lifts fitted to allow access to key areas.

We allow blue badge holders to access the drive to the school which is otherwise pedestrian only at the start and end of the day.

We have a PEEP plans for disabled visitors. (No staff or children currently require one). Alpac mats purchased and staff trained in their use.

Systems introduced to minimise congestion on the lower path have improved the flow at the beginning and end of the day.

Equality objective 2:

Ensure access to targeted support of all groups by monitoring and reviewing the impact of interventions in school.

- **New SEN and provision map system purchased and in use (EduKey)**
- **Set up new to English classes**
- **Set up appropriate SEN provisions**

Progress we are making on this objective:

Analysis of the impact of interventions, making use of the new system, has been undertaken and is now being acted upon.

SENCo assistant has been employed to support with this analysis and to ensure that the SEN/provision system is kept continually up to date.

The new-to-English classes Welcome Class (from January 2016) and Journey Class (October 2016) now have more effective impact measures in place.

Flamingo Bay (from February 2016) continues to support the learning of the children with the most significant special educational needs or disabilities.