Wykeham Primary

Committed to Excellence, Equality and Enjoyment

Wykeham Primary School

Equality Information and Objectives

Updated: October 2018

Presented and Agreed by Governors: February 2019

Signed by Co Chair of Governors:

Signed by Headteacher:

Wykeham Primary School
Equality Information and Objectives

Wykeham Primary School is committed to safeguarding and promoting the welfare of children as we believe that this is of paramount importance. We expect all staff and volunteers to share this commitment.

We uphold the rights of everyone to equality under the law regardless of gender, age, race, religion, belief, ability, disability, sexual orientation or identity.

We believe that our core school values of respect, responsibility, tolerance and co-operation and the British values are not mutually exclusive. We focus on ensuring our work is effective in securing these values; challenging children, staff and parents who express opinions contrary to the British values with regard to our duty to prevent extremism and radicalisation.

Wykeham Primary School has the highest regard for the safety of the children in our care and will carry out its duties to safeguard and promote the welfare of children at all times.

School Policy Statement on Equality and Community Cohesion

Our school is committed to equality both as an employer and as 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 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 embrace the emphasis in the Ofsted Common Inspection Framework regarding the importance of how well individual pupils benefit from the education provided in our school and how well we help all pupils to make progress and fulfil their potential, with particular attention to the achievement of the following:

- Disabled pupils and those who have special educational needs;
- Pupils with protected characteristics including, Gypsy, Roma and Traveler pupils, as defined by the Equality Act 2010;
- Boys;
- Girls;
- The highest and lowest attainers;

- Disadvantaged pupils including:
  - looked after children;
  - pupils known to be eligible for free school meals;
  - pupils attending alternative provision.

We believe that our core school values of respect, responsibility, tolerance and co-operation and the British values are not mutually exclusive. We focus on ensuring our work is effective in securing these values; challenging pupils, staff and parents who express opinions contrary to the British values with regard to our duty to prevent extremism and radicalisation.

For more information on this, please contact: Mr. Everton Sharpe (Headteacher)

Tel: 0208 4508425 Email: admin@wykeham.brent.sch.uk

Aims

- 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 (Autumn Census 2018)

Number of pupils on roll at the school: 507

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 disabilities: 110 pupils identified with disability

There are pupils at our school with different types of disabilities and these include learning disabilities; physical disabilities and speech and language difficulties.

PUPIL SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION (Autumn Census 2018)		
	Number of Pupils	**Percentage of School Population**
Number of with no SEN	434	85.6%
School Support or Early Years School Support	57	11.2%
Statement or Educational Health Care Plan (EHCP)	12	2.4%
Total on SEN	**69**	**13.6%**

ETHNICITY AND RACE (Autumn Census 2018)							
Ethnicity	**Female**	**Male**	**Total**	**Ethnicity**	**Female**	**Male**	**Total**
Afgan	2	2	4	Pakistani	18	21	39
African Asian	0	1	1	Portuguese	1	4	5
Albanian	3	2	5	Refused	1	1	2
Any other Black background	1	3	4	Sri Lankan Sinhalese	0	1	1
Any other mixed background	10	8	18	Sri Lankan Tamil	4	4	8
Bangladeshi	1	5	6	White +any other Asian	5	4	9
Black Ghanaian	4	3	7	White British	5	7	12
Black Nigerian	4	3	7	White Irish	1	4	5
Black Somalian	34	46	80	White Eastern European	27	25	52
Black Caribbean	17	16	33	White other	11	20	31
Chinese	2	0	2	White Western European	1	2	3
Indian	25	11	36	White and Black African	2	9	11
Information Not yet obtained	2	3	5	White and Black Caribbean	5	2	7
Iraqi	3	2	5	White and Pakistani	1	2	3
Kosovan	2	0	2				
Nepali	0	3	3				
Other Asian	12	12	24				
Other Black African	13	19	32				
Other ethnic group	22	25	47				

GENDER (Autumn Census 2018)		
	Number of Pupils	**Percentage of School Population**
Male	269	53.1%
Female	238	46.9%

RELIGION (Autumn Census 2018)					
	Number of Pupils	Percentage of School Population		Number of Pupils	Percentage of School Population
Buddhist	5	0.9%	Sikh	0	0%
Christian	124	24.4%	No religion	18	3.6%
Hindu	42	8.3%	Other religion	50	9.9%
Jewish	1	0.2%	Unknown	0	0%
Muslim	255	50.2%	Refused	8	1.5%

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:

	Number of Pupils	Percentage of School Population
Number of pupils who speak English as an additional language	369	72.7%
Number of pupils who speak English as a first language	138	27.3%

	Number of Pupils	Percentage of School Population
Number of pupils eligible for free school meals	69	13.6%

Children Looked After

Our school usually has a very small number of pupils who are children looked after. For these pupils we liaise with the other agencies supporting the child and foster family. A designated member of staff has responsibility for Children Looked After. At present, there is one pupil in this category.

Part 2: Our Main Equality Challenges

This is a summary of the issues we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

We have set and published **equality objectives**. Details of these are in Part 6 of this document.

Part 3: How we have Due Regard for Equality

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 respond to this particular requirement. Please contact us if you would like to see copies of any of our school policies.

We are aware that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage (Equality Act 2010).

Our governing body is trained on the Equality Act 2010.

When governors consider equality issues in relation to policies, decisions and services, a record of this will be kept in the minutes and papers of the governing body meetings.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our school.

The school Behaviour and Discipline Policy gives clear guidance on how to manage pupil behaviour effectively and in a fair and consistent manner.

The school's Anti-Bullying Policy aims to prevent bullying but also gives guidance on how to deal with bullying should it happen. It addresses both the victim and the perpetrators of bullying.

We have a Special Educational Needs and Disability Policy that outlines the provision the school makes for pupils with special educational needs and disabilities.

We have an Accessibility Plan 2016-2018. It sets out the duties and aims of the school under the Disability Act. The objectives identified to meet the duties and aims of the Access Plan are: maintain information collected on disability with regards to both pupils and staff; pupil achievement monitored by disability; ensure disabled pupils are encouraged to participate in all aspects of school life; monitor and address bullying and harassment of disabled pupils and staff; develop awareness of disability in school; and to further develop the accessibility of the school environment for pupils, staff and visitors with disability.

Our admission statement and arrangements aim to be fair and ensure that no pupils and families are disadvantaged when joining the school. We follow the guidelines from the Local Authority of Brent.

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.

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 the 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 for pupils with disabilities)

- From our internal data (Summer 2018 Attainment and Progress Summary):

For pupils with medical concerns/disabilities	% of pupils at age related expectations or above		
	Reading	Writing	Maths
Year 1	69%	54%	69%
Year 2	65%	65%	71%
Year 3	82%	82%	64%
Year 4	86%	86%	93%
Year 5	91%	82%	82%
Year 5	95%	100%	100%

How We Advance Equality of Opportunity:

- Maintain a register of people who are disabled.
- School Special Educational Needs and Disability (SEND) register shows pupils that have been identified with particular needs.
- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- We ensure all pupils are aware of their rights through our ethos as a Rights Respecting School.

How We Foster Good Relations and Promote Community Cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- The planned curriculum supports pupils to develop their understanding of, respect, and to value difference and diversity. Examples of this in practice are in the RE and PSHCE curriculum.
- Incidents of bullying or harassment on the basis of special education need or disability are addressed through our Behaviour and Discipline Policy and Procedures.

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)

- From our internal data (Summer 2018 Attainment and Progress Summary), at least 80% of the pupils from the main ethnic groups within the school are all at age related expectations except for the following:

Year 1	• AIND, APKN, BAFR, WEUR, WOTH in Reading, Writing and Maths • BSOM in Writing and Maths • WBRI in Writing
Year 2	• APKN, BAFR, WEUR, WOTH in Reading, Writing and Maths • BCAR in Writing and Maths •
Year 3	• APKN, BCAR in Reading and Maths • BSOM in Writing • WBRI in Reading, Writing and Maths
Year 4	• APKN in Writing and Maths

	• BSOM in Writing • WOTH in Reading, Writing and Maths
Year 5	• AIND, BSOM, WEUR, WOTH in Reading, Writing and Maths • APKN in Writing
Year 6	• BCAR, WBRI, WEU in Reading • WOTH in Reading, Writing and Maths

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How We Advance Equality of Opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- All pupils and parents are surveyed annually through a questionnaire. Surveys are translated into home languages.
- All the pupils' views are sought in their class by the school council representative for the School Council meetings and decisions.
- Pupils with an Education Health Care Plan are given an opportunity to contribute their ideas and views in the annual review meeting.
- We make links with groups and organisations to gain advice and support for pupils of different groups.

How We Foster Good Relations and Promote Community Cohesion:

Our schools' contribution to promoting community cohesion can be considered from three broad perspectives:

1. Teaching, learning and curriculum
2. Equity and excellence
3. Engagement and extended services

- We promote the pupils' spiritual, moral, social and cultural development.
- We are developing a curriculum that supports all pupils to understand, respect and value their differences 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 through e.g. Black History Month
- We organise celebrations and special events such as international evenings.
- We take part in events such as Gypsy Roma Traveller History Month, Black History Month and Refugee Week.
- We make links with groups, organisations and projects in the local community; in the themes planned for each term, we make links with the wider world.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- Bullying or harassment on the basis of race, ethnicity or culture is addressed through the Behaviour and Discipline Policy and followed up by the Headteacher.

Gender

We are committed to working for the equality of girls, boys, 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)

- From our internal data (Summer 2018 Attainment and Progress Summary), at least 80% of girls and boys are all attaining at expected or above age related expectations from Year 1 to Year 6 except for the following:

Year 1	Boys in Writing and Maths Girls in Reading, Writing and Maths
Year 2	Boys in Reading, Writing and Maths Girls in Writing and Maths
Year 3	Boys in Writing and Maths
Year 4	Boys in Writing and Maths
Year 5	Boys in Reading, Writing and Maths
Year 6	none

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 particular groups of boys and girls.
- We are identifying and addressing possible barriers to the participation of boys and girls in activities.
- We ensure that the pupils have positive images of gender and racial groups and stereotypical ideas are challenged.
- Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school's equality initiatives through questionnaires.
- Parents and carers are encouraged to be involved in the work of the school and contribute to their pupil's learning and progress through planned school events and parent meetings.
- Girls and boys change separately for PE from Year 2 to Year 6.
- Girls and boys swim in gender groups.
- We support pupils to build their sense of identity and belonging through cross-curricular planning linked to a termly theme that aims to develop all pupils' knowledge and experience of different parts of the world.

Religion and Belief

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)

The school would like to enable all pupils to take part in a daily act of collective worship of such a type that would be acceptable to all parents. We follow SACRE's 'Recommended Approach' as we are granted a determination. Our policy on collective worship is based on the 'Recommended Approach' and our programme of collective worship demonstrates this.

- The school respects the religious beliefs and practice of all staff, pupils and parents; and complies with reasonable requests relating to religious observance and practice e.g. the request by Muslim parents that their child prays during the month of Ramadan is provided for with staff and a room for praying.
- Halal food is provided in the canteen.

- All pupils are encouraged to have a good understanding of other faiths and their own through the RE curricular activities and the programme of assemblies.

How We Foster Good Relations and Promote Community Cohesion:

- Our curriculum, including RE and SMSC, supports pupils to be accepting of one another's lifestyles and beliefs, as well as developing acceptance and engagement with the British values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Collective worship takes a form where everyone is included and no one is excluded. Assemblies and visits to places of worship develop links with the main faith communities.
- Bullying or harassment on the basis of faith and belief is addressed through the Behaviour and Discipline Policy and followed up by the Headteacher. We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities.

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:

- Initial meeting with the Headteacher on admission.
- Nursery Open Day.
- Reception Open Day.
- Initial meeting with Reception Teacher.
- Parents Evenings.
- Parent Coffee Mornings.
- Curriculum Evenings.
- Parent, pupil and staff questionnaires.
- Newsletters.
- Concerts and Celebrations.
- Behaviour record cards.
- Suggestion Box.
- Sports Day

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
June 2012	Parents		
September 2012	Staff		
Summer 2016	CLT		
October 2017	CLT	Updated information and objectives	
October 2018	CLT	Updated information and objectives	

Part 5: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. These are stated below. 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:

All pupils, including disabled pupils and those with special educational needs make rapid and sustained progress over time given their starting points.

Progress We Are Making on this Objective:

All pupils, including disabled pupils and those with special educational needs make good or better progress over time given their starting points.

Equality Objective 2:

Where levels of attainment of any group of pupils are below those of pupils nationally, the gap is closed.

Progress We are Making on this Objective:

Pupils are identified through our tracking systems and necessary support and interventions are carried out to narrow the attainment gap.

Equality Objective 3:

All groups of pupils regularly attend school in line with National expectation.

Progress We Are Making on this Objective:

- From our internal data (Attendance Monitoring Sheet), our attendance is below National. For Summer 2018, attendance was 94.7%. The National average for 2018 was 96%
- Pupils are made aware of the importance of attendance as a life skill. This is emphasised with classes being awarded with an Attendance Cup in both KS1 and KS2 on a weekly basis.
- Excellent Attendance certificates were awarded to pupils with 100% Attendance on a termly basis.
- Where attendance is below 95%, this is monitored and dealt with on an individual basis and Educational Welfare Services are advised when necessary.
- A governors' panel is set up to discuss our concerns with persistent lateness.
- Monitoring of attendance for pupils with an EHCP or SEN Support as these pupils have a higher percentage of absenteeism than other pupils.

Equality Objective 4:

Pupils behave well and respect other young people and adults,

Progress We Are Making on this Objective:

Pupils know how to behave well and respect other young people and adults.

- Our work as a Rights Respecting School, allows pupils to be involved with drawing up their Class Charter which is linked to the School Charter.
- Pupils are aware of their rights and also their responsibilities towards others' rights.
- The introduction of organised sports provision and other creative clubs during our lunchtimes

has decreased the number of incidents between pupils.

Equality Objective 5:

Staff, pupils, parents and carers contribute to the vision and ambition of leaders, managers and governors.

Progress we are making on this objective:

- Surveys are carried out on an annual basis for staff, parent and carers and pupils. Views are taken on board to contribute to the vision and ambition of leaders, managers and governors.
- The School Council discusses pupil views and ideas and draws up an action plan for development.
- Staff, parents and pupils are encouraged to make suggestions, which are considered and acted upon