



EAST SHEEN PRIMARY SCHOOL

Equality Statement

We are very proud of our diverse community and our reputation for inclusivity in all its forms, including with regard to celebrating cultural, social, ethnic and religious backgrounds, our approach to those with Special Educational Needs and Disabilities and our commitment to comply with the Public Sector Equality Duty (PSED). We celebrate our shared British values and enjoy the richness of the variety of cultures, faiths and languages which exist within our school. With an increasing percentage of children and families with English as an additional language, we continue to develop strategies to support communication between home and school. We retain links with the Richmond and Hounslow translation service to improve communication with parents who do not yet speak English and with our local Children's Centre which offers language and literacy skills classes for parents. Within school, our staff speak a range of languages, and we use this resource to support parents and children as appropriate. We continue to promote our inclusive and diverse community and engender our sense of self-worth through the celebration of difference and identity. We celebrate a wide range of significant events that represent the communities in our school and use a range of strategies to develop vocabulary and story understanding for children with English as an additional language.

Our objectives this year are:

- to increase the role of diversity ambassadors in improving pupil voice around diversity and support them in their project-work.
- to engage with the diverse parent community
- to raise the percentage of children from disadvantaged backgrounds, as defined by school PPG, achieving the expected standard at the end of KS2.
- to support our new arrivals who have English as an additional language and their families
- to support all our pupils with a physical disability
- to support staff with additional needs

At East Sheen Primary School, we are committed to ensuring equality of opportunity in line with the Equality Act of October 2010. We seek to demonstrate this through all aspects of school life and in particular through our commitment to every child fulfilling their potential. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

As a school, we will ensure that all pupils have the opportunity to achieve the very best that they are capable of and will also guide parents on how they can support their child's achievement. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way.

Through our work in the classroom, we will ensure that pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have. We will also seek to foster within our pupils their own commitment to promoting equality.

As an employer we will not discriminate on any of the following:

- Age
- Disability
- Gender re-assignment
- Race
- Religion and belief
- Sex
- Sexual orientation
- Marriage and civil partnership

Nor as a school or employer will we accept any of the following:

- Direct Discrimination
- Indirect Discrimination
- Discrimination by perception
- Associative discrimination
- Harassment
- Harassment by a third party
- Victimisation

| Objective 2023 - 2024 | Lead person | Timescale | Planned action | Outcome |
|--|-------------|---|---|---|
| To increase the role of diversity ambassadors in improving pupil voice around diversity, and support them in their project-work. | CS | Autumn and ongoing | Diversity ambassadors to be selected by pupils. Team to meet to contribute pupil voice to events and initiatives as well as input into the everyday life at school to ensure equality and representation. | Pupils have a strong sense of belonging and are able to articulate ways the school celebrates diversity and equality for all. |
| To engage with the diverse parent community. | HT/DHT | Autumn and ongoing | Parent communications, particularly targeting 'hard-to-reach' parents. Reinstating world culture days and visitors during assemblies. | Children see examples of representation from a wide range of communities. All members of the school community feel welcome and valued. The school's equality statement and mission is clearly communicated. |
| To raise the percentage of children from disadvantaged backgrounds, as defined by school PPG, achieving the expected standard at the end of KS2. | SLT | Ongoing – focus on QFT in training INSETs, lesson observations and CPD. | Training to be given to teaching staff about QFT principles of instruction and the implementation monitored through observation and teacher conferencing. Targeted intervention time also given to help move students on. School to make use of AfC SPARK training programmes and network meetings. | Through QFT for all, the percentage of children meeting the expected standard by the end of KS2 from disadvantaged backgrounds will increase. In 2022/23 the children from disadvantaged background exceeded the national averages, but are not in line with school averages. |
| To support all our EAL students, particularly new arrivals and their families | SLT | Ongoing - focus on QFT in training INSETs, lesson observations and CPD. | Training to be given to teaching staff about how best to support EAL learners, e.g. create a welcoming environment, providing support such as dictionaries / tablets for Google Translate, providing visual cues when teaching and for independent work, identifying their EAL fluency code, working closely with families and translator, ensuring translation function available on school website to share key reminders / information | Movement through EAL fluency codes; progress evident through informal observations and formal assessment (monitored on Target Tracker) and end of KS2 data |
| To support all children with physical disabilities | SENCO/EG | Ongoing - robust systems in place to ensure that staff are fully trained to | Identify the needs of disabled pupils on entry; curriculum adaptations made if necessary (e.g. in PE lessons); adapt the school environment (within budget constraints) if needed; all maintenance and improvement work to take account of need to ensure physical access for all children; | Children's needs are met appropriately, allowing them to fulfil their potential throughout EY, KS1 and KS2 |

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| | | meet the needs of children with medical conditions | staff trained to meet the medical needs of specific children; ensure that all physically disabled pupils can be evacuated safely in case of fire. | |
| To support staff with additional needs | Headship team | Academic year 2023-24 | Have in place a reasonable adjustment agreement for all staff with disabilities to meet their needs better and make sure that any disadvantages they experience are addressed. | All adults have access needs met |

The published 'Accessibility Plan' and 'SEND Information Report' demonstrate how the school provides for the needs of children with Special Educational Needs and Disabilities. Incidents of peer-on-peer racism are monitored by the school and reported to governors and the local authority.

School pupil context (as at Autumn 2023). National averages are shown in [square brackets]. **Green** data is above national average and **blue** data is below national average:

- **11.8%** [23.5%] of current pupils are eligible for benefit-related free school meals.
- **39.9%** [62.6%] of current pupils are from white British families.
- **24.5%** [7.2%] of current pupils are from other white backgrounds.
- **27.0%** [26.4%] of current pupils are from black, Asian or other global majority heritages.
- **44%** [21%] of pupils speak English as an additional language.
- **3.2%** [2.0%] of pupils have an EHCP (Education Health & Care Plan).
- A further **11%** [12.6%] of pupils require SEND support.
- 36 different first languages are spoken across the pupil community.
- 53.3% of pupils are male, and 46.5% of pupils are female.

[Links to Accessibility Plan / SEND policy / SEND information report](#)

Approved by Governors Autumn 2023 Review date: Autumn 2024