



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 number of pupils with multilingualism whose families access support from local agencies, by 25%
- To improve accessibility on site for all of our community
- To create a culture where children who identify as lesbian, gay, bisexual, transgender (LGBT) or are gender questioning feel safe, can speak out and share concerns, with 100% staff aware and trained in this area
- To ensure 100% of staff returning from parental leave have access to coaching and supervision sessions targeted at supporting new working parents

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
- Pregnancy and maternity/paternity
- 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 2025-2026	Lead person	Timescale	Planned action	Outcome
To increase the number of pupils with multilingualism whose families access support from local agencies, by 25%.	LL	Autumn and ongoing	<p>Training for all 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</p> <p>Working closely with families – drop-in coffee mornings; signposting families to ESOL sessions (with creche provided); provide information about support groups, e.g. Turkish support group</p>	<p>Movement through EAL fluency codes; progress evident through informal observations and formal assessment (monitored on Sonar) and end of KS2 data</p> <p>Improved attendance of parents at curriculum evenings, parent-teacher consultations, meetings with SENCo when appropriate</p>
To improve accessibility on site for all of our community.	HP/JR	Ongoing	Tarmac the car park area, allowing safer and easier accessibility for all users (including staff and parents)	Smother, safer surface in the car park area.
To create a culture where children who identify as lesbian, gay, bisexual, transgender (LGBT) or are gender questioning feel safe, can speak out and share concerns, with 100% staff aware and trained in this area.	HP	Autumn	<p>To revise the Safeguarding and Child Protection Policy to include a section on Children who are lesbian, gay, bisexual, transgender or gender questioning, (under the section of “children potentially at greater risk of harm”).</p> <p>To provide training for staff on this topic as part of our autumn term safeguarding updates/training programme.</p>	<p>Children and families feel well supported in school.</p> <p>To provide a better understanding amongst the school community.</p>
To ensure 100% of staff returning from parental leave have access to coaching and supervision sessions targeted at supporting new working parents.	HP/PJ	Autumn and ongoing	MaternityTeacherPaternityTeacher (MTPT) Project	Staff access the coaching/supervision sessions when requested.

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 2025). *National averages are shown in [square brackets].* Green data is above national average and blue data is below national average:

- 15.3% [23.8%] of current pupils are eligible for benefit-related free school meals.
- 36.2% [61.5%] of current pupils are from white British families.
- 5.5% [8.1%] of current pupils are from other white backgrounds.
- 32.8% [36.3%] of current pupils are from black, Asian or other global majority heritages.
- 44.9% [20.4%] of pupils speak English as an additional language.
- 3.1% [5.3%] of pupils have an EHCP (Education Health & Care Plan).
- A further 10.7% [13.6%] of pupils require SEND support.
- 50 different first languages are spoken across the pupil community.
- 55% of pupils are male, and 45% of pupils are female.

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

Approved by Governors Autumn 2025 Review date: Autumn 2026