EAST SHEEN PRIMARY SCHOOL

Equality Statement

We are very proud of our diverse community and our reputation for inclusivity in all its forms, demonstrated through our celebration of 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 improve the successful integration and sense of belonging of pupils who join East Sheen Primary School during the academic year.
- To increases participation for disadvantaged pupils in school clubs, trips and extracurricular events, such as sporting and music events.
- To ensure equitable access, participation and progress for pupils with SEND across all areas of the curriculum.
- To strengthen communication and engagement with families who speak English as an Additional Language.
- To create an inclusive school environment where children from all family backgrounds, including those with same-sex parents and blended families, feel valued, represented and respected.

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 2026-2027	Lead person	Timescale	Planned action	Outcome
To improve the successful integration and sense of belonging of pupils who join East Sheen Primary School during the academic year.	PJ	Ongoing	• Develop a structured induction programme for all in-year admissions. • Assign peer buddies to new pupils. • Complete a wellbeing and belonging check at 2, 6 and 12 weeks after admission. • Provide translated information and welcome materials where required. • Offer targeted support for pupils identified as vulnerable or anxious following transition.	• 100% of in-year admissions complete the induction programme. • At least 90% of pupils report that they feel welcomed and included within one term of joining. • Attendance of in-year admissions is in line with whole-school attendance within two terms. • Reduced safeguarding, behaviour or pastoral concerns linked to transition.
To increases participation for disadvantaged pupils in school clubs, trips and extracurricular events, such as sporting and music events.	PJ	Ongoing	• Increase access to educational visits, clubs and enrichment through financial support • Monitor participation, attainment and attendance of disadvantaged pupils termly. • Develop stronger engagement opportunities with families.	• Participation of disadvantaged pupils in clubs and enrichment activities compared to the previous academic year. • To see an increase of participation and attendance at clubs, from 65% (summer term 2026), to at least 75% (summer term 2027). • Improved attendance for disadvantaged pupils compared with the previous academic year.

				• Increased parental engagement at school events and consultation meetings.
To ensure equitable access, participation and progress for pupils with SEND across all areas of the curriculum.	MJ	Ongoing	• Audit the accessibility of curriculum, learning environments and extracurricular provision. • Provide ongoing staff training on adaptive teaching and inclusive practice. • Strengthen pupil voice opportunities for children with SEND. • Review reasonable adjustments and provision maps termly.	• All pupils with SEND can access educational visits, clubs and wider curriculum opportunities. • Staff confidence in adaptive teaching increases through annual training evaluations. • Pupils with SEND demonstrate progress from their starting points, evidenced through assessment and review processes. • Positive feedback from pupils and parents regarding inclusion and support.
To strengthen communication and engagement with families who speak English as an Additional Language.	PJ/ MH/ LL	Autumn and ongoing	• Increase use of translation services and translated communications. • Offer workshops and information sessions for families new to the English education system. • Develop parent ambassadors from a range of linguistic and cultural backgrounds. • Review communication methods to ensure accessibility, e.g. one-pager safeguarding information	• Increased attendance of EAL families at parent consultations, workshops and school events. • Positive parental feedback regarding communication and understanding of school processes. • Reduced need for repeated communications due to language barriers. • Increased engagement with support services and community agencies where appropriate.

To create an inclusive school environment where children from all family backgrounds, including those with same-sex parents and blended families, feel valued, represented and respected.	PJ/ MH/ VS	Autumn and ongoing	• Ensure all communication is inclusive for same-sex parents and blended families • Ensure curriculum and library resources are audited regularly with evidence that a range of family structures is represented. • Any incidents of discriminatory language or behaviour relating to family composition are recorded, monitored and addressed promptly.	• Update relevant policies, such as the 'separated parent policy' to reflect this • Ensure that Arbor details are updated and accurate • Reduced number of homophobic comments recorded on CPOMS

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 2026). *National averages are shown in [square brackets]*. Green data is above national average and blue data is below national average:

- 14.5% [25.7%] of current pupils are eligible for benefit-related free school meals.
- 34.7% [59.7%] of current pupils are from white British families.
- 23.9% [7.1%] of current pupils are from other white backgrounds.
- 33.3% [28.5%] of current pupils are from black, Asian or other global majority heritages.
- 44.% [21.4%] of pupils speak English as an additional language.
- 3.3% [5.3%] of pupils have an EHCP (Education Health & Care Plan).
- A further 10.1% [14.2%] of pupils require SEND support.
- 50 different first languages are spoken across the pupil community.
- 53% of pupils are male, and 47% of pupils are female.

Links to Accessibility Plan / SEND policy / SEND information report

Approved by Governors Autumn 2026 Review date: Autumn 2027