

Public Sector Equality Duty at Winsor Primary school

Welcome to Equalities at Winsor Primary School. You will find information here about how the school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics - school must take into account when publishing information

- Disability (Including learning difficulties)
- Gender and gender identity
- Sexual orientation
- Culture/Ethnicity
- Religion or belief
- Pregnancy and maternity
- Socioeconomic background

There are also 2 other protected characteristic that schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Equality Objective - Action Plan

Equality Objectives - Actions we will take after careful thought (analysis) All the information and analysis will be from school improvement plans, evaluations and student data - we intend to use the information to improve education for all groups in the school. We want to make sure we know which pupils are doing well and less well so we can plan to improve.

A lot of this information is already being used by the school to develop and become better at making sure we are doing well for all our students. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will also find published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. You may contact Ms Megan Auchère (Assistant Head Teacher for Inclusion).

You will find all the information on the school website it is called Equality Duty.

The person you need to contact if you are interested in helping us with our equalities or you can see something that can be improved is Ms Megan Auchère.

We would like to hear from you.

Winsor Primary School Equalities Information and Analysis

Winsor School is an above average sized school. It has a Nursery which can accommodate up to 78 part time places. There are 3 classes in each year from Reception to Y6.

The majority of the children come from the local area, although an increasing number of pupils are coming from further afield with a small proportion of pupils who live out of borough. The majority of pupils come from homes rented from the council or housing associations and some are in temporary accommodation. There are also a small number of privately owned homes. A growing proportion of families are living with other family or friends.

The school has some accreditations and awards: The Inclusion Quality Mark, Sustainable Schools Bronze Award, International Schools Award-Intermediate level and Silver Eco-schools award.

Evidence: school census, nursery on entry records, indices of deprivation data 2010, admission forms

National data on pupil statistics is available at the following website:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml>

Special educational needs information is available at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001007/index.shtml>

Context

Contextual Data for Winsor Primary

	2015	2016	2017
% girls			
School	47	48	48
National	49	49	49
% eligible for FSM at any time during the past 6 years			
School	28	30	27
National	26	25	24
% of pupils first language not/believed not to be English			
School	65	64	61
National	19	20	21

% of pupils with SEN support

School	6.6	13.2	8.9
National	13.0	12.1	12.2

% of pupils with a SEN statement or EHC plan

School	1.8	0.5	0.3
National	1.4	1.3	1.3

School deprivation indicator

School	0.5	0.3	0.3
National	0.2	0.2	0.2

Ethnicity

This school has 13 of the 17 ethnic groups.

Those with 5% or more are shown below.

- White British, 12%
- Any other White background, 34%
- Mixed - any other mixed background, 8%
- Asian or Asian British Bangladeshi, 9%
- Black or Black British African, 13%
- Black or Black British Any other Black background, 8%
- Other, 17%

National information is available at the following website:

<http://www.education.gov.uk/rsgateway/whatsnew.shtml>

Winsor is a larger than average primary school. The school has expanded gradually to accommodate three classes in each year group.

There are 78 places in the school's nursery, with all children attending on a part-time basis.

The proportion of pupils attending from a range of minority ethnic groups is high compared to the national average.

A high proportion speak English as an Additional Language, and, of these, some join the school with little or no spoken English.

The proportion of disabled pupils or those who have special educational needs is below the national average.

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<p>The School SEF details the quality of teaching and learning for pupils with SEN.</p> <p>The Provision map is prepared at the end of each academic year and draws upon assessment data and class teacher assessment information. It matches needs to resources and is reviewed termly. Interventions are time limited and</p>

	<p>include individual and small group programmes, , social skills, self- esteem, speaking and listening groups, RWI, Lego Therapy, Language Enrichment Groups, 1:1 RWI, Attention Autism, social skills groups, confidence, resilience, positive interaction, friendship groups</p> <p>1st Quality teaching, year group planning and a rigorous and systematic monitoring programme is in place.</p> <p>Behaviour systems are consistent across the school in order to maintain a calm, caring and secure environment where children have the optimum opportunity to learn. These are monitored regularly through classroom observations and are detailed in the School's Behaviour Policy.</p> <p>Our multicultural creative curriculum provides multicultural learning opportunities and pupils in KS2 learn French.</p>
<p>Admissions and Transfer:</p>	<p>Parents/ Carers meet with the Admissions Officer and Learning Mentor prior to admission. An admission form is completed. Bilingual staff may be used as translators if needed and detailed discussions take place in relation to the needs of pupils with SEN. Visits to school and staggered admission programmes may be put in place alongside liaison meetings with health and learning support prior to admission to ensure pupil's needs are appropriately planned for.</p> <p>Y6/Y7 July primary and secondary transition meetings are held for SEND pupils. The SENCO meets face to face with SEN staff from the Secondary School to discuss and exchange information and plan for vulnerable and SEND student's individual needs.</p> <p>Planned visits and introductions to staff, timetables, classrooms, facilities and peer groups at the child's new secondary school. Y5/Y6 Saturday Clubs are run by some local secondary schools.</p>
<p>Participation :</p>	<p>'Love your Language' each month across the whole school there is a focus celebrating a different language. Displays include key phrases, greetings, numbers, days of the week, etc. Parents and pupils contribute. Children have the opportunity to talk about their home language and classes use key words and phrases for example when answering the</p>

	<p>register or counting (see Love Your Language file).</p> <p><u>Opportunities for protected groups to participate in our school community also include:</u></p> <ul style="list-style-type: none"> • Cultural week, Language days subject, specific weeks or days, theatre companies, pantomimes, dances and plays. • Cross class events - reading, sports • ECAM concerts • Author visits • G and T groups/ East London Debating League • School Council involvement in improving the school • Educational visits and clubs, holiday activities • Every Child a Musician scheme Y4, Y5 and Y6 • Work Week • Autism Awareness Week • NSPCC- speak out assemblies <p>When making any relevant decisions including those decisions on participation in school activities the equality duty provides a framework for identifying pupil needs.</p>
<p>Student progress:</p>	<p>Termly assessment and close scrutiny of attainment data. Analysis by class teachers and core subject post holders and the SENCO ensure adjustments are then made to provision and monitoring of pupil progress through lesson observations and scrutiny of planning and pupil work books.</p> <p>Use of outside agency expertise, providing advice including recommendations in terms of strategies, planning and resources. Providing detailed written reports outlining progress and profiles of need and assessing progress. Staff training and moderation and levelling of work sessions are held termly.</p> <p>Pupil self-assessment using traffic light colour coding to assess their own understanding.</p>

	Pupil Progress meetings focus attention on performance gaps between groups of pupils, for example girls and boys, black, white and Asian pupils and disabled and non-disabled students.
Flexible curriculum arrangements	Individual learning timetables, adapted timetables, behaviour systems, rewards and sanctions, use of buddies (new to English) SATs - applications for extra time for pupils with SEND. Reasonable adjustments are made to ensure disabled access on educational visits- risk assessments show adjustments and SEND pupils participation.

Analysis/comments:

4 areas school has developed this year:

1. Staff awareness training in relation to understanding the development of language acquisition and a pilot project to use Colourful Semantics in the classroom for all pupils. - *Colourful semantics now being used in various classes across the school.*
2. The Talk Now for Newham project in the nursery. Pupils will be screened and base line assessed. Staff will then be trained to deliver a programme of intervention to improve the children's talking skills. - *EYFS staff trained in the Tales Toolkit programme, children access these groups on a daily basis.*
3. Sensory need training is planned linked to individual pupil's needs and targets and specific activities to support those needs. (LCIS training support)- *LCIS provide ongoing training to individual members of staff depending on the needs of the child.*
4. Join LA school-to-school support network. Share expertise x 2 way process.- *Links made with School 21 and p level moderation planned for the summer term.*

2 Areas we would like to improve next year:

1. In relation to the new curriculum a programme of focused and rigorous monitoring of 1st Quality teaching. - *this has been achieved through termly classroom observation cycles, Behaviour for learning walks and regular discussions between the SENCO and classroom teachers.*
2. G and T provision- *new G and T lead as lead to extension of the G and T provision.*

Section 3. Foster Good Relations between those who share a protected characteristic and those who do not

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
<p>Social and Emotional Wellbeing:</p>	<p>Pastoral and Behaviour Support Plans are in place for vulnerable pupils who are at risk of exclusion. They are regularly reviewed, there are clear targets and actions and involve the parent, the child, class teacher, SENCO, Learning Mentor and or named children a representative from The Behaviour Support Service.</p> <p>Rigorous Safeguarding procedures are in place including regular staff training for Safeguarding, Restraint and First Aid. All staff received 'in house' Safeguarding training September 2017. During staff induction, various school policies are distributed and how to log a Safeguarding concern is shared.</p> <p><u>The social and emotional wellbeing of protected groups in our school is also developed and fostered through:</u></p> <ul style="list-style-type: none"> • Buddy systems in class • Playground buddies • Philosophy lessons • After School clubs • Sports coaches for PE, for breakfast club and during the lunch period • Weekly school inclusion meetings sharing information with key staff • Termly Inclusion meetings for vulnerable Pupils • Anti-bullying week • The school employs a school counsellor x 1 day per week

	<ul style="list-style-type: none"> • Attendance rewards, Merit awards and house points • Social skills/self-esteem/ positive interaction groups/resilience/confidence • E-safety training for Y5/Y6 pupils and parents • School behaviour systems are in place and consistent across the school.
Student Voice:	<p>Our School council includes a fair representation of all pupils from Y2 to Y6. 1 child is voted for by the pupils in each class. We have house and vice house captains voted in by the staff and Y6 pupils.</p> <p>SEN Pupil comments are sought through Support plans, PSPs reviews termly and annually. Pupil views have been sought in relation to developing the school environment and the SDP takes account of these views.</p>
Positive Imagery:	<p>Positive imagery is promoted through the use of positive role models. A display reflects inclusion values, another is focused upon the work of the speech and language groups and another celebrates the work of our support staff.</p> <p>Class and library books challenge stereotypical images.</p>
Community Links:	<p>Governor training relating to LA and Government developments. Governors visit school and have observed RWI lessons. Post holders report to governors three times per year outlining the developments in their area of responsibility. Governors are kept informed about SEN, exclusions, PSPs and developments in the area of Inclusion and equality.</p> <p>The school continues to employ a School Counsellor for one day per week. She meets with pupils individually at school. The School also employs two speech therapists for two days per week.</p> <p>The school is currently working in partnership with Beckton and Royal Docks Children's Centre by providing a space in the school where pre-school session can be run to support local families.</p>
Cultural ideas, Religion and Belief	<p>Multicultural and religious beliefs are studied as part of the RE curriculum. The school follows the LA RE syllabus. Year groups have made visits to religious places of worship.</p>

	<p>Assembly themes celebrate religious festivals and include Chinese New Year, Guru Nanak, Advent and the story of Rama and Sita.</p>
<p>Removing Barriers and Reasonable Adjustments:</p>	<p><u>School removes barriers and make reasonable adjustments through:</u></p> <ul style="list-style-type: none"> • Mixed gender, race, religion and ability groupings • Use of physical resources, eg Trim Trail and Reading garden, school field and school library • A culturally inclusive curriculum • Differentiation in curriculum planning and delivery • Risk assessments and planning for educational visits, e.g. Y6 Sept x5 day residential outdoor education centre. • Use of sensory and hygiene room • Partner talk • Tales Toolkit programme in nursery • Speaking and Listening groups • Access to clubs • Triple P training for parents • Key school documents can be accessed on the school website • Signposting parents to services. LA Triage referrals for support • Booster groups in Y2, 5 and 6 • EAL teacher to support children in class • Attention Autism groups • Sensory Story telling groups • Music interaction groups
<p>Links with wider communities</p>	<p><u>Links with the community have included:</u></p>

	<ul style="list-style-type: none"> • PCSO Safer Neighborhood team visits • DLR Safety Officers Talk • 'Play With Us' breakfast and after school club • Autism Awareness assembly • Visits to places of worship • Harvest festival • Work week Educational visits • Y5 swimming • SEN swimming • Sports coaches in school, dodge ball and games, gym and dance • A variety of after school clubs • Big Breakfast on world book day • SEN PE • Weekly visits to East London Gym for children with SEN • Weekly Horse Riding lessons for children with SEN
Partnerships with Parents:	<p>At Parents' Evenings, a range of community groups offer guidance and information, e.g. black bookshop, Parent Partnership Service. Our Learning mentors liaise closely with parents and offer Triple P training.</p> <p><u>Winsor also foster strong partnerships with parents through:</u></p> <ul style="list-style-type: none"> • Newsletters go home to parents weekly • Winsor app • Parent views in Support plans/ annual reviews • Special sessions for parents linked to the curriculum, e.g. RWI, E-Safety, Healthy Eating events, creative art workshops • Letters and phone calls home

	<ul style="list-style-type: none"> • Home school logs • Questionnaires/ parents views, e.g. Anti-Bullying • School Prospectus • The school website • Y6 sex and relationship education • E-Safety Awareness • 3 Anomoly screens in the school playgrounds
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Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation - as defined by Equalities Act 2010

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	<p>Behaviour: (current 2017-2018)</p> <p>External exclusions:</p> <p>None</p> <p>Internal exclusions:</p> <p>10 days in total</p> <p>The School sends excluded pupils to the reintegration facility at Storey School (RIET). This ensures that they do not miss their education and also have the opportunity to work with behaviour specialists who can help them. There is currently 1 part time placements at the LAs behaviour support school and 1 full time placement.</p>
Victimisation and Discrimination:	<p>The Inclusion policy, the Equality Duty, the Accessibility Policy and scheme, the Anti-bullying and Behaviour Policy outline the procedures and practices that the school takes to tackle any form of discrimination or harassment and how it actively promotes harmonious relations in all areas of school life. Cultural week is held annually in the Autumn term and Black History Month is also celebrated.</p>

Monitoring of incidents:	<p>Racist and anti-bullying logs are kept up to date and all incidents are logged.</p> <p>A summative report on behaviour, including racist incidents, bullying incidents and exclusions compares year on year trends. (SEN monitoring file).</p>
Anti Bullying and Harassment:	<p>Anti-bullying/Anti-racist/ Behaviour policies are reviewed regularly - issues are dealt with immediately. (Safeguarding file).</p> <p>In Key Stage 2, the use of Peer Mediators is well established and training occurs each year.</p>
Training and awareness raising about discrimination and bullying issues	<p>School took part Anti-bullying week and Cultural week November 2017. Assembly themes explore a range of issues and develop awareness and understanding. There is an Assembly scheme of work and monitoring of coverage.</p>

Section 5. Participation, Engagement and Satisfaction with our Equality Practices

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken (Case Studies)
School Council:	<p>The School Council</p> <p>They meet regularly and have been involved in planning decisions relating to improvements to play times and take part in community events.</p>
Pupil voice:	<p>Support plans, annual reviews and PSPs take account of pupil views.</p> <p>(SEN files) Pupils talk about their achievements, what they enjoy; friendships, and things they can improve.</p> <p>The reflection room offers pupils the opportunity to chill out and come and talk to the Learning Mentor on duty. This might be for a chat or to discuss an issue of importance.</p>
Parents/Carers /Guardians:	<p>Annual reviews, Support plans and PSPs take account of parent views. Parent/ Guardians and carers views will be sought in</p>

	<p>relation to the development of the Anti-bullying policy. Parents met with the School EP to discuss any difficulties during organised consultation sessions.</p> <p>Involvement with school activities. Sports Days, Big Breakfast, World Book Day and our end of year summer picnic.</p>
Staff:	<p>The School Development plan takes account of the views of staff. Staff views are sought through the process of the Plan's development and are recorded in the SDP file. The SDP requires governors to consider Equality as all parts of the monitoring process.</p>
Local community:	<p>Outside agency views form part of reviews for SEND pupils on the COP. Visitors to the School can record comments in our Visitors Book. Parents are signposted to local services, e.g. Earlybird project for ASD pupils. ADHD groups, NHS speech and language sessions (chatterbox) for EYFS children.</p>
Governors:	<p>Governors' views are sought in relation to the School Development Plan and they are involved in policy making and review. They attend regular training.</p>
Satisfaction with our service:	<p>The School has been award the IQM mark for good inclusive practice.</p> <p>A recent LA audit of annual review practice reported that the school had sound procedures in place.</p> <p>Parents comment positively in writing in response to their children's annual school report and at SEND reviews.</p>

Reviewed January 2018

This information was ratified by the Governors on _____

Our school information will be reviewed _____