



Public Sector Equalities Duty

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Public Sector Equality Duty at Ellen Wilkinson Primary School

Part 1

This document contains information 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 and report every year on how effective it is.

The **Equality Act 2010** states that the following groups must be taken into account as they are considered to have protected characteristics:

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristics where schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. (General Duties are the things that schools aim to achieve)

General Duties

The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation 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.

Specific Duties

Publish information

- **You will find here information about our school community**

Equality Objective – Action Plan

Equality Objectives – Actions we will take after careful thought (analysis)

All the information and analysis is from school improvement plans, evaluations and student data. We use this information to improve education for all groups in the school. We want sure we always know which pupils are doing well and less well so we can plan to improve. Any of these actions which relate to our statutory duties is in the Equalities Objectives published here.

This information is meant to be clear and simple. If you have any difficulties 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 **Janice Owen-Amadasun (Deputy Head teacher)**

All the information is broken down to show how the school is doing in providing services and functions to different groups within the school community.

You will find information here about:

- Attainment – how well students are doing.
- Participation and engagement – are students joining in and getting a chance to take part.
- Pupils with SEND
- Behaviour – how many exclusions monitoring by gender/disability send and other groupings. This is to try to find out if we can improve what we do in the school
- Anti-Bullying – If we have a problem with bullying – is there a trend or pattern we need to know about

How we are working towards improving what we do

You will find all this information also on the school website (www.ellenwilkinson.newham.sch.uk) it is called Equalities Duty.

If you feel you have been discriminated against or are witnessing unfairness please let us know as soon as possible. Alternatively if you want to become more involved with the Equalities aspect of school, please contact **Janice Owen –Amadasun via the school office on 02075119414 or by email info@ellenwilkinson.newham.sch.uk**

EWPS Ethos and Vision

The vision of Ellen Wilkinson Primary School is ‘Learning to Grow and Succeed Together’. This underpins all aspects of our school community.

In order to achieve our vision the school has adopted a set of core values around which our school development is planned. These values are a result of consultation with all members of our school community.

We expect everyone in our community to embody our core values. In order to do this everyone has the right and the responsibility to be:

- √ inspired and **inspire** others
- √ respected and **respect** everyone
- √ successful and help others to **succeed**
- √ develop **resilience** through being an active and engaged learner
- √ **heard** and **cared** for.

To ensure that as a school we are always striving for the best possible outcomes for our pupils, we have created a three year strategic development plan. This will be reviewed at the end of every academic year as part of the school’s self-evaluation cycle and will be used to inform next steps for development.

Equal opportunities

At EWPS we believe in equal opportunities where everyone should feel they are valued members of the school community. We welcome the diversity represented in the school community and value the contribution of different groups to the life of the school

We believe that each person should feel happy, secure in a supportive environment, should experience success and achievement. We will not tolerate any behaviour, comments or attitudes which undermine or threaten an individual’s self esteem.

We have the same expectations of boys and girls in terms of achievement and behaviour.

Each child has the right to have equal access to the New National Curriculum and to all the activities offered in school.

Promoting Community Cohesion

We believe that we are responsible for educating children who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds.

We also have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different backgrounds.

We also realise that our role as a school is crucial in creating opportunities for all pupils' achievement and enabling them to fulfil their potential which will make a significant contribution to long term community cohesion.

Disability and Access

We do not treat disabled pupils less favourably for a reason related to their disability;

We make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage. We support parents and the wider community to access the school building and facilities.

Protected Characteristics

At Ellen Wilkinson no person will be discriminated against. We take into account the seven protected characteristics as follows:

Disability

- We do not treat disabled pupils less favourably for a reason related to their disability.
- We make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- We support parents and the wider community to access the building and facilities.

Sex (gender)

- We ensure that there is no direct or indirect discrimination in any of our policies or practice, for both staff and pupils.
- Everyone will be treated fairly and equally regardless of their gender.
- Prevent stereotyping within the curriculum.

Race (ethnicity)

- Linguistic, cultural and racial diversity is a major strength of our school
- We ensure that an atmosphere of trust and respect is fostered from all ethnic groups
- All staff have high expectations of all pupils from all ethnic groups

Religion and Belief

- The aim is to provide a period each day when children and teachers can come together as a community to share experiences, take time to reflect on world and religious events, receive awards and to present their work. This fulfils our Collective Worship legal duty
- We provide a time when children come together to celebrate, reflect and learn from experiences of religion, world events, music and celebrations.
- Our aims are to extend our pupils' spiritual, social, emotional, moral, cultural and intellectual development
- **RE is part of the basic curriculum.** It is taught in accordance with the Newham Agreed Syllabus (Agreed and Published 2011) - Exploring Beliefs, Celebrating Diversity.
- RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements.

Pregnancy and Maternity

- We aim to protect our female staff from discrimination on the grounds of pregnancy and maternity and also during any period of compulsory or additional maternity leave.
- We also follow the statutory procedures with regard to recruitment, selection and terms of employment.
- Benefits provided during employment, termination, promotion opportunities and access to training.

Sexual Orientation

- We value all our pupils, staff and members of our wider school community equally, regardless of their sexual orientation. We aim to always create an environment in which all staff and students feel equally welcome, valued and respected
- Through our employment policies and procedures, we do not discriminate on the basis of sexual orientation in the recruitment, selection, training, reward, promotion, discipline or dismissal of staff. This also applies beyond the term of employment, for example, in the provision of references
- We will not make assumptions that partners of staff are of a different sex. We will make every effort to ensure that workplace benefits will apply equally to same-sex partners as to different sex partners, whether or not their partnerships are recognised in law.

Gender Reassignment

- We will not discriminate against any person because they are proposing to undergo, are undergoing or have undergone gender reassignment.
- We will not discriminate because of perceived gender reassignment and discrimination because of association with someone who intends to undergo, is undergoing or has undergone gender reassignment.
- See sexual orientation.

Equalities Information, Analysis and Opportunities

Part 2

Section 1. Who Comes to Our School?

This is our school population (spring census 2018). These are the groups of people that we plan services for and this is reviewed annually. As a school our main aim is to provide good access to educational opportunities and support our pupils to do well at school. We always want to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

		EWPS Total number of pupils 474		National Data
		Number	%	%
Gender	Girls	228	48.0	49
	Boys	246	52.0	51
Ethnicity	White British	43	9.0	72.7
	White Eastern European	171	36	
	White Other	11	2.3	4.3
	Mixed Heritage	18	3.8	1.6
	Black - Caribbean Heritage	14	2.9	1.3
	Black- Nigerian	35	7.4	3.3
	Black - Other /Somalian	34	7.2	0.6
	Afghan	1	0.2	
	Arab	2	0.4	
	Asian - Indian	16	3.4	2.6
	Asian - Pakistani	23	4.8	3.9
	Asian - Bangladeshi	46	9.7	1.6
	Asian - Other	18	3.8	1.6
	Chinese	8	1.6	0.4
	Filipino	1	0.2	
	Latin /South American	1	0.2	
	Turkish	3	0.6	
	Vietnamese	3	0.6	
	Other ethnicity	18	3.8	1.5
	Other Black African	10	2.1	
Parents refused/unknown	3	0.6	0.5	
Free School Meal Eligibility	Not Eligible	424	89.5	73.3
	Eligible	50	10.5	26.7
Religion/Belief	Buddhist/Taoist	3	0.6	
	Christian	248	52	
	Hindu	8	1.6	
	Muslim	115	24.2	
	Sikh	4	0.3	
	Other	37	8.6	
	Refused	8	0.1	
	None	32	6.2	
No Religion	53	14.3		

	Continued...	EWPS Total number of pupils 474		National Data
		Number	%	%
Special Educational Need	No Special Educational Needs	430	90.7	
	SEN Support (k)	42	8.9	
	Educational & Health Care Plan EHCP	2	0.4	
Profile of Need	Autistic Spectrum Disorder SCD	5	1.0	6.5%
	Behaviour, Emotional & Social Difficulties	6	3.2	18.5%
	Hearing Impairment	2	0.4	2.2%
	Moderate Learning Difficulty	11	2.3	24.9%
	Visual Impairment	3	0.6	1.2%
	Multisensory Impairment			0.2%
	Physical impairment	1	0.2	3.9%
	Profound & Multiple Learning Difficulty			0.4%
	Speech Language & Communication Need	11	2.3	26.5%
	Specific Learning Difficulty	1	0.2	10.2%
	Severe Learning Difficulty	1	0.2	1.5%
Other Difficulty/Disability	1	0.2	1.5%	

School's current data 2017

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>

This information tells us that:

- ⇒ Our school population is diverse and mixed
- ⇒ There is a population churn where new significant pupil groups tend to emerge.
- ⇒ Pupils from other White and European ethnicity are a significant group with one third being Eastern European.
- ⇒ There is no one homogenous ethnic group.
- ⇒ Just over 10% of our pupils are eligible for free school meals.
- ⇒ We have a range of faiths in the school the largest group being Christian

Comparisons to National data:

- ⇒ National data presents schools which are homogeneously White British and typically not eligible for Free School Meals. This is in direct contrast to our school.
- ⇒ SEN data is not significantly different to national data. In terms of numbers

That is why we ensure that:

- ⇒ Provision is made within the inclusive nature of our school to provide a curriculum that is culturally relevant to the vibrant multicultural nature of our pupils.
- ⇒ As a school we always aim to enhance the well-being, attainment and achievement of every child.
- ⇒ Religious Education lessons are inclusive and reflective of various religions and beliefs.

Attendance : 96.3% from September 2016—July 2017

	EWPS Sept 2016—July 2017		National %
	Number	%	
Authorised absence	4011	2.6%	
Unauthorised absence	566	0.4%	
Persistent Absence	33 pupils	7%	

National information is available at the following website:

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

This information tells us:

Things we have done well this year:

- ⇒ Reduce lateness to school: children and parents responding to weekly and termly awards/rewards.
- ⇒ Letters and home visits to address unauthorised and persistent absence
- ⇒ Current attendance and punctuality is 96.3%

Things we would like to improve next year:

- ⇒ Target 96.6% consistent attendance
- ⇒ Target 96.6% consistent punctuality
- ⇒ Persistent absences have increased due to the raised floor target of 90% from 85% we are working actively with the LA to reduce these numbers.

Section 2. Advance Equality of Opportunity between People

This refers to pupils who share a protected characteristic and those who do not.

Attainment Data

This is how our school compares at the end of Year 6 (Key Stage 2)

KS2 – Year 6 July 2017

Data taken from ASP (unvalidated data)

Attainment	Expected %		Greater Depth %		National
	EWPS	National	EWPS	Newham	
Reading	75.4%	71.4%	14%	22%	
Writing TA	77.2%	76.3%	0%	22%	
Maths	86%	74.8%	36.9%	31.5%	
GPS	86%	76.8%	45.6%	42.3%	
Combined	68.4%	61%	0%	10%	

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2) Please note that sometimes the number of pupils in a group is very small and there may be other factors that affect their attainment.

	EWPS KS2 Outcomes for Different Groups	Number in cohort	Eng/Maths School Expected combined %	National Expected combined%
Gender	Girls	33	50	
	Boys	24	82	
Ethnicity	White	25	60	
	Other White and European			
	Gypsy Roma/Irish Traveller/Other			
	Mixed Heritage			
	Black - Caribbean Heritage	5	100	
	Black- African Heritage	10	70	
	Black – Other			
	Asian – Indian	1	0	
	Asian – Pakistani	2	50	
	Asian – Bangladeshi	5	80	
	Asian - Any Other Asian Background	3	100	
	Unclassified	2	50	
Any other ethnic minority ethnic group	5	75		
Special Educational Need	No SEN	51	76	
	SEN support	5	0	
	EHCP	1	0	

This information tells us that:

- ⇒ With exception for Writing, all our outcomes for % of pupils at expected are greater than both Newham and National .
- ⇒ Girls perform better as they outstrip boys and girls nationally
- ⇒ SEN supported pupils have not made progress compared to their national counterparts starting points.
- ⇒ Writing attainment is below Newham attainment at expected, no greater depth was achieved

Areas we have developed this year are:

- ⇒ Consistent planning in core subjects.
- ⇒ Consistent setting individual pupil targets in line with raised expectations.
- ⇒ Analysis of pupil attainment and progress linked to planning
- ⇒ Improved physical access to resources and facilities

Areas that need improving next year:

- ⇒ Develop greater depth at writing from Year 5 so the expectation is already set to attain GD in year 6
 - ⇒ Increase outstanding practice across all areas in the school.
 - ⇒ Address underachieving groups within each cohort , actively track progress of children with SEN
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Section 3. Promoting Opportunities for Our School Community:

These are some of the things we do to encourage inclusion within our community.

Examples	Steps the School has Taken
Teaching and Learning:	School trips within and outside the locality, exchange visit with schools in Kent school. Learning Fairs pupil links across key phases.
Admissions and Transfer:	New admissions/mid phase arrivals. Translator service available Transition programs for vulnerable pupils.
Participation :	Non gender traditional subjects. See after school clubs and activities. Links with Royal Docks, Cumberland & Kingsford
Student progress:	More Able & Talented projects local schools RE Sports Debating Oracy project English and Maths based Interventions. Deeper teaching & Learning. Small group intensive teaching re EAL including Mid phase arrivals. Library facilities open to pupils and parents.
Flexible curriculum arrangements	Learning Fairs. Culturally relevant curriculum. See curriculum planning overview Cross curricular links

Ac-

tion:

Areas school has developed this year:

- ⇒ Learning Fairs promote the application of skills and pupil planning
- ⇒ Easier access to ICT to promote learning and teaching.
- ⇒ Cross curricular planning including Targeted Learning Time to diminish the gap

Areas we would like to improve next year:

- ⇒ Learning Fairs reflect increased pupil engagement with lots of language for thinking and reflection
- ⇒ Literacy and ICT skills transference
- ⇒ Increase parental involvement and engagement
- ⇒ Parents attend curriculum workshops in the core subjects

Section 4. Foster Good Relations between People

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 are treated with dignity and respect. (See our Inclusion policy and school motto)

Examples	Steps the School has Taken
Social and Emotional Wellbeing:	Buddy systems and welcome packs mid phase arrivals. Social skills groups (LMs).
Student Voice:	School council promotion/House meetings. Ambassadors/House Captains. Class council/pupil conferencing.
Positive Imagery:	Cultural inclusive mix in books and displays. Role models, tackle stereotype with gender.
Community Links:	Fire Service, Community police. School travel plan/Road Safety Team.
Cultural ideas, Religion and Belief	International Day/Sharing assemblies multi beliefs. Black History month celebrations. See new RE scheme
Removing Barriers and Reasonable Adjustments:	Access to the curriculum for all groups of learners. Provision & Access to disabled toilets. Bigger classrooms-wheel chair access. See accessibility plan for more details
Links with wider communities	Global links India project. Richard House Charity/Newham Sports Partnership Kick London partnership Links with Holland (Visiting teachers and Exchange visit x4 staff to Enschede Holland, Beijing China Active member of a school training alliance to develop middle and sen-
Partnerships with Parents:	Parent volunteers, Sharing assemblies. Parents evening, use of school library. Healthy Eating. Seasonal fairs, parents workshops

Action:

Areas school has developed this year:

- ⇒ Website updated regularly , drop in sessions coffee mornings, equality meetings
- ⇒ More proactive pupil voice House captains, Ambassadors Sports leaders

Areas we would like to improve next year:

- ⇒ Increased parental involvement with workshops (Maths & English)
- ⇒ Cultural celebrations embedded in curriculum all year/Translation club.
- ⇒ Increased & sustained links within the local community. Engage in the Head start well being project

Section 5. Eliminate Unlawful Discrimination, Harassment and Victimization

Examples	Steps the School has Taken
Exclusions Data:	Update from SIMS. Case studies monitored weekly to identify trends. Reintegration of pupils conducted by leadership
Victimisation and Discrimination:	Cases logged in Head teacher's office. Staff inset at start of each academic year to clarify procedure.
Monitoring of incidents:	Racist remarks/incidents logged on SIMs. Record of Behaviour logged by LM monitored by SG team
Anti-Bullying and Harassment:	Focussed week in Autumn 2 and Summer each academic year Workshops/Assemblies/Pupil role play/work displayed
Training and awareness raising about discrimination and bullying	Refresher PDM termly by internal and external trainers

Action:

Areas school has developed this year:

- ⇒ Exclusions regularly updated
- ⇒ Follow up support for pupils with SEMH PSPs as preventive
- ⇒ SG Team meet monthly to identify and support vulnerable individuals— Head Start

Areas we would like to improve next year:

- ⇒ Refresher training re discrimination /bullying for staff
- ⇒ Anti-bullying workshops for pupils all year round. Engage with current initiatives to build resilience and well being ; Bounce Back and Head start

Section 6. Participation, Engagement and Satisfaction with our Equalities Practices

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

Examples	Steps the School has Taken
School Council:	Pupil questionnaires analysed. Pupil meetings and discussion on key
Pupil voice:	See response to pupil questionnaires meetings held regularly designated staff facilitates Junior Governing Body meetings
Parents/Carers /Guardians:	Questionnaires currently analysed, coffee mornings organised termly
Staff:	Staff team meetings set up and attended quarterly
Local community:	Administer questionnaires to Little Ellies and BaRD settings Local Shops around school
Governors:	Inform and update annually
Satisfaction with our service:	Termly evaluation and feed back to all stake holders

Workforce – staffing and training

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and all recommendations taken to governors.

Area of focus	Significant information that we can address for following year
Promoting opportunity	Staff meeting to discuss trends Recruitment
Fostering good relations	Open communication /positive imagery for all protected groups
Prohibiting harassment	Prevent discrimination by Association Complaints procedure/Safeguarding for staff/ Use of My Concern to report and record issues to the DSL

EWPS Public Sectors Duty was ratified by the Governing Body in

We update our school information and statistical analysis annually.

EWPS Public Sectors Duty will be presented to the Governing Body every three years

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Sue Ferguson

Head Teacher

Marie Christie

Chair of Governors