



Public Sector Equalities Duty

Author(s)	Janice Owen– Amadasun & The Equalities team
Last review date	March 2020
Ratified by Governing Body	March 2020
Next Review Date	January 2022

Public Sector Equality Duty at Ellen Wilkinson Primary School

Part 1 BB

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

Published 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 to ensure 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.

- **Have dreams values and ambitions, and the life skills to reach their full potential.**
- **Know how to learn, and have skills and knowledge for life.**
- **Be independent, self-motivated and self-confident.**
- **Be successful by learning from mistakes, accepting failure and having the determination to try again.**
- **Stand up for themselves whilst respecting the ideals of others.**
- **Understand that they can make a difference in an imperfect world, and have sound**

To drive our vision, we created our Golden Absolutes together with pupils, parents, governors and staff to reflect the needs, interests and aspirations of the community we serve.

- **Enables children to be aspirational and prepared for life in the 21st century.**
- **Promotes enjoyment, creativity, critical thinking and fascination for learning.**
- **Nurtures the mental, physical and emotional wellbeing of every child.**
- **Supports children to become effective and confident communicators.**
- **Encourages collaboration, team work and mutual respect.**
- **Provides a meaningful context for learning that reflects local needs and community.**
- **Broadens horizons, locally, nationally and globally.**
- **Promotes a social conscience that reflects British Values.**
- **Provides access for all.**

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 and 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.
- We 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 2016) - Exploring Beliefs, Celebrating Diversity.
- RE is not taught to propagate religion in general or a particular religion and it is not to nurture or convert. It is an academic discipline with levels of achievements.

Pregnancy and Maternity

- We aim to protect our 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 which includes 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 as of Autumn census 2021. was 430 pupils. 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 430		National DATA Pending for now
		Number	%	%
Gender	Girls	214	49.8	
	Boys	216	50.2	
Ethnicity	White British	30	7	
	White Eastern European	123	28	
	White Other	22	5	
	White and Asian	3	1	
	White and Black African	7	2	
	White and Black Caribbean	12	3	
	Black - Caribbean Heritage	12	3	
	Black- Nigerian	20	5	
	Black - Somalian	4	1	
	Other Black African	26	6	
	Any other Black Background	15	3	
	Any other mixed background	20	5	
	Afghan	3	1	
	Arab	1	0.2	
	Asian - Indian	18	4	
	Asian - Pakistani	26	6	
	Asian - Bangladeshi	49	11	
	Asian - Other	17	4	
	Chinese	7	2	
	Latin /South American	1	0.2	
	Turkish/Turkish Cypriot	1	0.2	
	Vietnamese	3	1	
	Other ethnic group	10	2	
	Parents refused	10	2	
	Information not yet obtained	1	0.2	
Free School Meal Eligibility	Not Eligible	329	76.5	
	Eligible	101	23.5	
Religion/Belief	Buddhist/Taoist	1	0.2	
	Christian	228	52	
	Hindu	6	1	
	Muslim	133	30	
	Sikh	5	1	
	Other	20	5	
	Refused	15	3	
	No Religion	32	7	

		EWPS Total number of pupils 430		National data
	Continued...	Number	%	%
Special Educational Need	No Special Educational Needs	389	90	
	SEN Support (k)	40	9.3	
	Educational & Health Care Plan EHCP	1	0.2	
Profile of Need	Autistic Spectrum Disorder SCD	10	20	
	Behaviour, Emotional & Social Difficulties	3	6	
	Hearing Impairment	2	4	
	Moderate Learning Difficulty	4	8	
	Visual Impairment	1	2	
	Multisensory Impairment			
	Physical impairment	2	4	
	Profound & Multiple Learning Difficulty			
	Speech Language & Communication Need	15	31	
	Specific Learning Difficulty	5	10	
	Severe Learning Difficulty	1	2	
	No Specialist Assessment	7	14	

	43 First Languages ,13 registering as more than 1% or more of the whole school			
		Number	%	
	English	177	41	
	Lithuanian	52	12.1	
	Romanian	34	7.9	
	Bengali	28	6.5	
	Urdu	13	3.0	
	Albanian	10	2.3	
	Portuguese	09	2.1	
	Yoruba	09	2.1	
	Bulgarian	07	1.6	
	Polish	06	1.4	
	Russian	06	1.4	
	Hungarian	05	1.2	
	Italian	05	1.2	
	Other languages representing less than 1% include Akan, Fante-Twi, Asante, Arabic, Arabic-Yemen, Chinese, Cantonese, French, Greek, Gujurati, Hausa, Igbo, Luganda, Lingala, Latvian, Malayalam, Indonesian, Pashto/ Pakhto, Punjabi, Persian/Farsi, Moldovan, Somali, Spanish, Swahili, Tamil, Turkish, Ukra-			

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 nearly one third being Eastern European (mainly of Lithuanian and Romanian heritage).
- ⇒ There is no one homogenous ethnic group as there are 22 ethnic groups identified.
- ⇒ 23.5% of our pupils are eligible for free school meals. This figure is similar to the national one now because of changes to the threshold for eligibility, Universal Credit and the expectation for people to find work.
- ⇒ 85% of our families are of faith spread across 5 different beliefs, the largest group being Christian.

Comparisons to National data:

- ⇒ National data presents schools which are homogenously White British which is in direct contrast to our school with pupils from a wide range of different ethnic backgrounds: at least 23 from the Census. There are also approximately 43 different languages spoken by our pupils.
- ⇒ Special Education Needs (SEN) data is not significantly different to national data in terms of numbers. The SEN profile reflects an increasing number of children (25% 10/41) with a diagnosis of Autism Spectrum Disorder (ASD) in particular. This prevalence is particularly notable in EYFS and KS1 where there are another 9 pupils presenting with Social Communication Difficulties and are on the pathway for an ASD assessment/diagnosis. This year there is an increase in applications for Education Health Care Plans (EHCP) which in Newham have now become linked with High Needs Funding (additional SEN top up funding).

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 : From October 2021— December 2021

	EWPS Sept 2021—January 2022		National data not reported at this time
	Number of pupils	%	%
Authorised absence	25	5.7	
Unauthorised absence	0.6	3	
Persistent Absence (10%+)	76	17.6	

This information tells us:**What this year looks like so far:**

- ⇒ Data is not published nationally for now in view of the COVID pandemic
- ⇒ Attendance has been above Newham average over the pandemic. In September we received a congratulatory letter from the LA Director of Education as our attendance went up to 97.66% .
- ⇒ The overall average from September - January is now 94.9%
- ⇒ By December persistent absence had increased due to CME yet to come off our school roll, children yet to return from holiday, persistent illness, medical conditions and anxiety related to COVID
- ⇒ The gates open at 8.45 and still closes at 8.55 am. Parents now drop their children off at the gate which supports a quick settling into registration and lessons. Late arrivals are directed to the front reception entrance. This has improved punctuality and fewer children are arriving after registration.
- ⇒ Letters and home visits will continue to address unauthorised and persistent absence.

Things we would like to improve over the year:

- ⇒ Target 96% consistent attendance—this is in line with the national average.
- ⇒ Target 96% consistent punctuality.
- ⇒ Persistent absences have increased due to a variety of reasons, some linked to the pandemic. The Attendance Manager and Safe guarding team are working closely with these parents to reduce this.
- ⇒ Continue to work with parents to address absences. Attendance manager will hold meetings with parents and fines will be issued in line with the Local Authority procedures.

Section 2. Advance Equality of Opportunity between People

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

Performance Tables 2019 published data

This is how our school compares at the end of Year 6 (Key Stage 2) as of July 2019. No other data has been published in view of the COVID pandemic.

Attainment	Expected %			Greater Depth %		
	EWPS	Newham	National	EWPS	Newham	National
Reading	83	80	73	21	31	27
Writing TA	79	84	78	26	26	20
Maths	89	86	79	47	38	27
GPS	87	86	78	64	52	36
Combined	77	75	65	13	15	11

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2) in 2019 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 Ex-pected combined %	National Ex-pected combined%
Gender	Girls	28	71	70
	Boys	28	75	60
Ethnicity	White	23	74	64
	Gypsy Roma/Irish Traveller/Other			
	Mixed Heritage			
	Black - Caribbean Heritage			64
	Black- African Heritage	12	83	
	Black – Other			
	Asian – Indian	1	100	69
	Asian – Pakistani	2	50	
	Asian – Bangladeshi	8	75	
	Asian - Any Other Asian Background	4	50	
	Unclassified	2	50	
	Any other ethnic minority ethnic group	4	75	
Special Educational Need	No SEN	43	91	74
	SEN support	12	17	22
	EHCP			

This information tells us that:

- ⇒ With exception for Writing and combined scores, our outcomes for pupils at expected are greater than both Newham and National .
- ⇒ This year, in contrast to the national trend, boys outperformed the girls at the end of year 6.
- ⇒ Writing attainment is below Newham attainment at expected,. However, it is level with greater depth attainment.

Areas we will continue to address this year:

- ⇒ Consistent planning in core subjects.
- ⇒ Curriculum vision finalised—see Curriculum Provision Map and Intent.
- ⇒ Consistent setting individual pupil targets in line with raised expectations.
- ⇒ Increasing the attainment of our boys.
- ⇒ Analysis of pupil attainment and progress linked to planning.
- ⇒ Improved physical access to resources and facilities.

Address the impact of COVID & Lockdown on Teaching, Learning and attainment

- ⇒ Bridging units across the Core and Foundation Curriculum to reduce the gap in curriculum access and coverage
- ⇒ Support for staff with adapted pedagogy to address teaching and learning

Areas that we continue to focus on this year:

- ⇒ Focus on improving writing in KS2 to raise attainment at the expected and great depth standards in Year 6.
- ⇒ Increase outstanding practice across all areas in the school.
- ⇒ Address underachieving groups within each cohort. Some of our ethnic minority groups in particular do not perform as well as their peers. However, because we have small numbers of children in these groups, this can affect the percentage data considerably.
- ⇒ Continue to actively track progress of children with SEN
- ⇒ Focus on reading for enjoyment and at a greater depth across the school.
- ⇒ Ensure that children have a combined score at greater depth in English and maths that is in line with national or above.

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 visits within and outside the locality, exchange visit with schools as the pandemic eases. Learning Fairs pupil links across key phases. Annual visit to a place of worship for all year groups.
Admissions and Transfer:	New admissions/mid phase arrivals. Translator service available or use of multilingual staff. Transition programs for vulnerable pupils.
Participation :	Non gender traditional subjects. See after school clubs and activities. Links with local schools to resume as the pandemic eases. SEND sports events organised through our Sports partners. Sports days and competitions that are inclusive for all abilities and needs.
Student progress:	Maintain More Able & Talented projects , local schools ,RE , Sports, subject based conferences with the Local Authority. English and Maths based Interventions. Deeper teaching & learning. Small group intensive teaching re EAL including Mid phase arrivals. Class library books revamped
Flexible curriculum arrangements	<ul style="list-style-type: none">• Learning Fairs.• Culturally relevant curriculum.• See curriculum planning overview.• Cross curricular links.• Use of ICT to provide access for all.

Action:

Areas school has developed this year:

- ⇒ New curriculum influenced by the children's interests.
- ⇒ Our Golden Absolutes and Vision to enable our children to **'learn to grow and succeed together'**.
- ⇒ Learning Fairs reflect increased pupil engagement with lots of language for thinking and reflection.
- ⇒ Easier access to ICT to promote learning and teaching.
- ⇒ Library reorganised and reopened with new book ZPD (Zone of proximal development).
- ⇒ Reading as a whole school focus—reading as a whole class and for pleasure. Class books chosen to promote a love of reading.
- ⇒ Cross curricular planning including Targeted Learning Time to diminish the gap.
- ⇒ Booster teachers implemented in specific year groups to target particular needs.
- ⇒ Disadvantaged children given priority for opportunities such as Bikability.

Areas we would like to improve next year:

- ⇒ Cultural capital to be evidenced throughout the curriculum. Children are exposed to cultural experiences and background knowledge that will equip them with cultural knowledge to propel them further in their education, careers and social development.
- ⇒ Increase parental involvement and engagement. More parents to attend curriculum workshops and coffee mornings on line and face to face as the pandemic eases

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. Chill and chat drop-in. Wellbeing training given to all staff. Well being Team established to set up a clear engagement for all stake holders. Well being Wednesdays set to ensure pupils fully engage with well being activities Social skills groups (with Learning Mentors) across all classes.
Student Voice:	Junior Governing Body promotion/House meetings. Ambassadors/House Captains. Class council/pupil conferencing.
Positive Imagery:	Cultural inclusive mix in books and displays. Role models, tackle stereotypes with gender.
Community Links:	Confucius status for Mandarin Fire Service, Community police. School travel plan/Road Safety Team Up and Out Week—parents and local businesses take part in our aspirational careers week
Cultural ideas, Religion and Belief	International Days/Sharing assemblies multi beliefs. Global links and cultural learning opportunities interwoven throughout the whole curriculum. A yearly visit to a place of worship for all year groups so that by the end of their time in primary school, they will have visited places of worship for the six main religions. Active participants in the Education for Change. Programme to support Equalities. See RE scheme
Removing Barriers and Reasonable Adjustments:	Access to the curriculum for all groups of learners. Provision & Access to disabled toilets. Wheel chair access to all classrooms. See accessibility plan for more details. Changing facilities installed in the nursery.
Links with wider communities	Global links with International Schools to continue Richard House Charity/Newham Sports Partnership. Active member of a school training alliance to develop middle and senior leaders in the South East and the Institute of Education.
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:

- ⇒ Quarterly subject based curriculum afternoons for parents and carers.
- ⇒ Cultural celebrations embedded in curriculum.
- ⇒ Maintain links with the Confucius institute, maintain the teaching of Mandarin in KS1 and 2

Areas we would like to improve next year:

- ⇒ Continue to build links with the local and extended community.
- ⇒ Increase parents involvement in workshops on line and face to face as the pandemic eases up

Section 5. Eliminate Unlawful Discrimination, Harassment and Victimisation

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 issues	Refresher PDM quarterly by internal and external trainers

Action:

Areas school continues to show good practice

- ⇒ 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.
- ⇒ Wellbeing/Prevent/Safeguarding training for all staff.

Areas we have continued to improve on this year:

- ⇒ Continue with annual cyclical training for staff. New CPD profile which includes core and personal CPD offers
- ⇒ Anti-bullying values embedded in the curriculum.
- ⇒ Well being and Education for Change Teams set up to drive increased awareness and carefully planned activities for all stakeholders

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
Junior Governing Body:	Pupil questionnaires analysed. Pupil meetings and discussion on key issues e.g. play ground resources. Display board to show current JGB discussions and ideas.
Pupil voice:	See response to pupil surveys, meetings held regularly designated staff facilitates Junior Governing Body meetings.
Parents/Carers /Guardians:	Surveys taken virtually currently analysed, parent meetings held on Zoom
Staff:	Staff team meetings set up and attended quarterly .
Local community:	Administer questionnaires to Little Ellies, BaRD settings and Local Shops around school.
Governors:	Inform and update annually.
Satisfaction with our service:	Quarterly 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 are 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 Safeguard to report and record concerns to the DSL

EWPS Public Sectors Duty was ratified by the Governing Body on 20th January 2022

We update our school information and statistical analysis annually.

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

Janice Owen-Amadasun
Deputy Head teacher

Sue Ferguson
Head Teacher

Marie Christie
Chair of Governors
20th January 2022

