



Public Sector Equalities Duty

Policy Creation & Review

Author(s)	Headteacher & The Equalities Team
Last review date	March 2024
Ratified by Governing Body	March 2024 March 2020
Previous Review Date(s)	January 2022 March 2020
Next Review Date	March 2027

Please note that this policy also pertains to practise in our Little Ellies Childcare. Therefore the term 'school' is used to cover this provision.

Public Sector Equality Duty at Ellen Wilkinson Primary School

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
- Gender Reassignment

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 (Acting Headteacher)**.

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.



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.

OUR CURRICULUM
helps all of our children



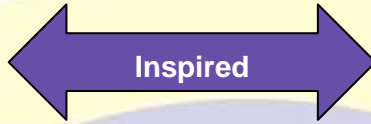
OUR LEARNING helps
all of our children to:

Be equipped with the skills and knowledge to learn and attain highly



Become responsive learners and critical thinkers, through enjoyment,

Be aspirational and have ambitious goals, fulfilling their individual potential and those of others



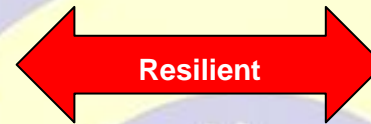
Be aspirational and prepared for life in an ever-changing world.

Stand up for the right thing whilst respecting yourself and others.



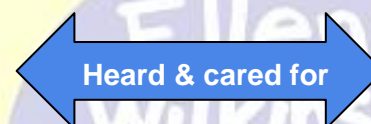
Develop a social conscience through meaningful learning reflecting local,

Know how to nurture their mental, physical and emotional wellbeing.



Become independent, motivated and confident.

Develop strong values to build a life upon and explore ways to make a



Know how to nurture their mental, physical and emotional wellbeing.

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 Early Years Framework 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 2022) - 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?

Our school population as of Autumn census 2023 was 453 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 453		National DATA Pending for now
		Number	%	%
Gender	Girls	222	49.00	
	Boys	231	50.99	
Ethnicity	White British	32	7.01	
	White Eastern European	128	28.28	
	White Other	35	7.67	
	White and Asian	4	0.87	
	White and Black African	6	1.31	
	White and Black Caribbean	14	3.07	
	Black - Caribbean Heritage	9	1.97	
	Black- Nigerian	14	3.07	
	Black - Somalian	5	1.09	
	Other Black African	21	4.6	
	Any other Black Background	10	2.19	
	Any other mixed background	19	4.16	
	Afghan	8	1.75	
	Arab	1	0.2	
	Asian - Indian	20	4.38	
	Asian - Pakistani	28	6.14	
Asian - Bangladeshi	57	12.5		
Asian - Other	11	2.41		

	Chinese	6	1.31	
	Latin /South American	1	0.21	
	Turkish/Turkish Cypriot	1	0.2	
	Vietnamese	3	1	
	Other ethnic group	11	2.41	
	Parents refused	12	2.63	
	Information not yet obtained	1	0.21	
Free school meal eligibility	Not Eligible	332	73	
	Eligible	121	26.7	
Religion/Belief	Buddhist/Taoist	1	0.2	
	Christian	224	49	
	Hindu	8	1	
	Muslim	145	32	
	Sikh	6	1	
	Other	20	4	
	Refused	21	4	
	No Religion	27	6	

	Continued...	EWPS Total number of pupils 453		National data
		Number	%	%
Special Educational Need	No Special Educational Needs	392	86.5	
	SEN Support (k)	61	13.5	
	Education & Health Care Plan EHCP	8	1.8	
	High Needs Funding HNF	9	1.98	
Profile of Need	Autistic Spectrum Condition ASC/ SCC	20	4.4	
	Behaviour, Emotional & Social Difficulties (SEMH)	10	2.2	

Hearing Impairment	3	0.66	
Moderate Learning Difficulty	4	0.88	
Visual Impairment	5	1.10	
Multisensory Impairment			
Physical impairment	4	0.88	
Profound & Multiple Learning Difficulty			
Speech Language & Communication Need	31	6.84	
Specific Learning Difficulty Dyslexia	9	1.98	
Severe Learning Difficulty	1	0.22	
No Specialist Assessment	7	1.54	

	43 First Languages ,13 registering as more than 1% or more of the whole school			
		Number	%	
First Language	English	179	39.51	
	Lithuanian	42	9.27	
	Romanian	52	11.47	
	Bengali	37	8.16	
	Urdu	12	2.64	
	Albanian	13	2.86	
	Portuguese	8	1.76	
	Yoruba	9	1.98	
	Bulgarian	10	2.2	
	Polish	5	1.1	
	Russian	11	2.42	
	Hungarian	05	1.1	
	Italian	03	0.66	
	Other languages representing less than 1% include Akan, Fante-Twi, Asante, Arabic, Ara bic-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 ethnicities 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.
- ⇒ 26.7% 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 homogeneously White British which is in direct contrast to our school with pupils from a wide range of different ethnic backgrounds: at least 25 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 (32.78% 20/61) with a diagnosis of Autism Spectrum Condition (ASC) in particular. This prevalence is particularly notable in EYFS and KS1 where there are another 13 pupils presenting with Social Communication Difficulties and are on the pathway for an ASC assessment/diagnosis/needs assessment. 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). Data shows that the combined percentages for pupils with EHCPs or HNF is similar to the national 4.3%.
- ⇒ Speech, Language and Communication Needs remains the most common type of need for SEND support, followed by ASC and SEMH.

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 September 2023— March 2024

	EWPS Sept 2023—March 2024		National data not reported at this time (DfE 2023-24 Academic year up to 23/02/24)
	Number of pupils	%	%
Authorised absence	158	5.2	4.3

Unauthorised absence	116	0.9	2.2
Persistent Absence (10%+)	117	26.7	20.7

This information tells us:

What this year looks like so far:

- ⇒ The overall average from September - March is now 93.9%
- ⇒ The gates open at 8:45 am and close promptly at 8:50 am. Parents 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, face to face meetings and home visits will continue to address unauthorised and persistent absence.

Things we would like to improve over the year:

- ⇒ Target 96% consistent attendance—national average is 93%
- ⇒ Target 96% consistent punctuality.
- ⇒ Persistent absences have increased due to a variety of reasons which are identified and monitored by the Attendance Manager, who works closely with the Attendance Officer and Safeguarding team to engage parents and maintain standards.
- ⇒ The school continues to work with parents to address absences. Attendance Manager and the Attendance Officer 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 2023 published data

This is how our school compares with LA and National at the end of Year 6 (Key Stage 2) as of July 2023.

Attainment	Expected %			Greater Depth %		
	EWPS	Newham	National	EWPS	Newham	National
Reading	85	80	73	35	35	29
Writing TA	88	80	71	15	22	13
Maths	87	83	73	40	37	24
GPS	92	84	72	50	46	30
Combined	77	71	59	13	14	8

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2) in 2023 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	School Expected Combined % (R / W / M)	National Expected Combined % (R / W / M)
Gender	Girls	31	74	63
	Boys	21	81	56
Ethnicity	White	18	78	64
	Gypsy Roma/Irish Traveller/Other	0	-	
	Mixed Heritage <small>(White and Asian, White and Black African & White and Black Caribbean)</small>	3	67	70
	Black - Caribbean Heritage	1	0	59
	Black- African Heritage	6	83	70
	Black – Other	4	50	65
	Asian – Indian	4	50	81
	Asian – Pakistani	2	100	70
	Asian – Bangladeshi	6	100	76
	Asian - Any Other Asian Background	5	80	82
	Unclassified	1	100	tbc
	Any other ethnic minority ethnic group	2	100	70
Special Educational Need	No SEN	46	80	70
	SEN support	5	40	24
	EHCP / HNF	0		

This information tells us that:

- ⇒ Our outcomes for pupils at expected are greater than both Newham and National across Reading, Writing and Maths.
- ⇒ Mixed Heritage, Black – Other and Asian – Indian are achieving lower than National
- ⇒ In contrast to National data, our boys outperformed girls at the end of KS2.
- ⇒ Both our Asian Pakistani and Asian Bangladeshi students performed well at the end of KS2 in comparison to National.
- ⇒ Our White British and Black African heritage children also outperformed their peers nationally.
- ⇒ Data shows that our pupils outcomes for Greater Depth are higher than the National in Reading, Writing, Maths and GPS

Areas we will continue to address this year:

- ⇒ Consistent planning in core subjects.
- ⇒ Curriculum Circles for Change amended as part of the Curriculum development work, including Curriculum Provision Map and Intent - with a focus on prioritising key knowledge and skills.
- ⇒ Consistently setting individual pupil targets in line with raised expectations.
- ⇒ Analysis of pupil attainment and progress linked to planning.
- ⇒ Promoting greater depth attainment in Writing.

Areas that we continue to focus on this year:

- ⇒ Focus on continuing to improve writing in KS2 in order for more pupils to meet combined expected standard across as well as to raise the greater 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 SEND
- ⇒ 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 visits with schools. 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. 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 (through the Enthuse Project), links visits with local schools, RE curriculum, Sporting events, 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. TLT. Class library books revamped
Flexible curriculum arrangements	<ul style="list-style-type: none"> • Learning Fairs. • Adapted curriculum to reflect our school community - with ongoing amendments as part of curriculum redesign. • Culturally relevant curriculum. • See curriculum planning overview. • Cross curricular links. • Use of ICT to provide access for all. • Inclusive literacy library accessed via the front of the school. Books explore a range of cultural issues and topics.

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Action:

<p>Areas school has developed this year:</p> <ul style="list-style-type: none"> ⇒ New curriculum influenced by the children's interests. ⇒ Our Ethos, Vision and Values enable our children to 'learn to grow and succeed together'. ⇒ Revised curriculum for foundation subjects to encourage a more inclusive and global perspective. ⇒ Learning Fairs reflect increased pupil engagement with lots of language for thinking and reflection. ⇒ Easier access to ICT to promote learning and teaching. ⇒ Literacy texts in English and reading contain more relatable characters and context. ⇒ Library reorganised and reopened. ⇒ Reading as a whole school focus—reading as a whole class and for pleasure. Class books
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chosen to promote a love of reading.

⇒ Cross curricular planning including Targeted Learning Time to diminish the gap.

⇒ Booster teachers are implemented in specific year groups to target particular needs.

⇒ Disadvantaged children given priority for opportunities such as Bikability and after school clubs

⇒ See Pupil Premium strategy.

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 online and face to face.

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. Wellbeing Team established to set up a clear engagement for all stakeholders. Weekly Wellbeing set to ensure pupils fully engage with well being activities. CAMHS Mental Health Support Worker (for children and families). SAS Insurance support for staff. Music Unlocked for children with SEND. Social skills groups (with Learning Mentors) across all classes.
Student Voice:	Junior Governing Body promotion/House meetings/JGB meet with Governors. There are a range of opportunities for children to take positions of responsibilities across the school, allowing children to have their voice heard and be part of the decision making: Ambassadors/House Captains/Reading Champions/Eco Champions/Sports Leaders. Pupil conferencing and pupil surveys.

	<p>Choosing of influential figures as school house leaders.</p> <p>Showcasing British values unit work at Coffee mornings with parents and the community.</p> <p>Opportunities to showcase subject specific work to the community.</p>
Positive Imagery:	<p>A whole school environment where discussion and debate is welcomed. PSHE Curriculum. Culturally inclusive mix of books and displays.</p> <p>Role models, tackle stereotypes.</p> <p>Inclusive area displays focusing on a range of people who reflect the school community.</p> <p>Role models, tackle stereotypes with gender.</p> <p>Inclusive class library books .</p> <p>A range of inclusive texts within our English and reading texts that also reflect our school community. These texts may also tackle wider issues in society and across the world. This is updated when needed.</p>
Community Links:	<p>Confucius status for Mandarin</p> <p>Links with fire Service, community police and air ambulance - linked to curriculum.</p> <p>School travel plan/Road Safety Team.</p> <p>Involvement in local environmental projects, including Forest Schools. E.g. Eco guardians have been part of a project to improve Beckton District park, along with local artists and groups.</p> <p>Up and Out Week—parents and local businesses take part in our aspirational careers week</p> <p>Coffee morning with parents to discuss action plans and showcase work.</p> <p>Global links have been made with other schools across the world.</p> <p>Visits to local libraries and places of worship.</p>
Cultural ideas, Religion and Belief	<p>International Week with a parent celebration afternoon.</p> <p>Assemblies are carefully planned to reflect and celebrate a range of cultural and religious backgrounds.</p> <p>Global links and cultural learning opportunities interwoven throughout the whole curriculum.</p> <p>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. See RE scheme.</p> <p>British Values and school values promoted - including tolerance and respect.</p>
Removing Barriers and Reasonable Adjustments:	<p>Access to the curriculum for all groups of learners.</p> <p>Provision & Access to disabled toilets and first aid room.</p> <p>Wheelchair access to all classrooms. See accessibility plan for more details.</p> <p>Changing facilities installed in the nursery.</p> <p>Each child's access needs are personalised and met.</p>

<p>Links with wider communities</p>	<p>Global links with International Schools to continue.</p> <p>Newham Sports Partnership - Tapscott Sports Hub.</p> <p>Subject leads attend relevant network meetings and training.</p> <p>Active member of a school training alliance to develop middle and senior leaders in the South East and the Institute of Education.</p> <p>Numerous fundraising events have taken place for organisations and charities both nationally and globally, including in response to disasters and humanitarian causes.</p>
<p>Partnerships with Parents:</p>	<p>Parents are given opportunities to volunteer within school in a range of ways - reading volunteers, working within classrooms, whole school events, educational visits etc.</p> <p>Parents have the opportunity to attend class sharing assemblies and performances.</p> <p>Parents' evening - provides parents with not only an opportunity to meet with class teachers but also a range of activities are set up in the hall, so families can get a 'taste' of school life, including food tasting.</p> <p>Parents are kept up to date with information provided to them in the weekly newsletter, as well as emails/texts when needed. Updates are also made available on the school website and there is a section for parents, where they can access key info.</p> <p>Parents are consulted and have their voice heard through surveys e.g. yearly governor's survey to parents and recently they were consulted on their views of the curriculum.</p> <p>Families of children with SEND have regular review meetings to look at support plans and have their input. It is also an opportunity to celebrate each child's progress and achievements.</p> <p>Coffee mornings have been running and provide an opportunity for parents to come together and explore a range of topics, as well as see outcomes of the curriculum.</p> <p>Year group and subject specific meetings are held for parents to inform them of ways in which they support their child at home. There are also information meetings regarding statutory assessments as well as awareness meetings e.g. online safety, supporting specific learning needs etc.</p>

Action:

Areas school has developed this year:

- ⇒ Building on relationships and opportunities for parents to be involved.
- ⇒ Cultural celebrations embedded in the curriculum.
- ⇒ Maintain links with the Confucius institute, maintain the teaching of Mandarin in Y2-6.
- ⇒ Developed the curriculum and adapted the content to fit and reflect the school community

Areas we would like to improve next year:

⇒ Continue to build links with the local and extended community, particularly global links via International Schools.

⇒ Increase parental involvement in workshops, coffee morning and fundraising events.

⇒ Completion of curriculum review, ensuring our curriculum statement is met, across all subjects.

⇒ Continue to raise the profile of the EiD agenda.



Section 5. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken
Suspension / Exclusion Data:	Update from SIMS. Case studies monitored weekly to identify trends. Reintegration of pupils conducted by leadership team.
Victimisation and Discrimination:	Cases logged in the Head teacher's office. Staff inset at the start of each academic year to clarify procedure. Clear statements on the website explaining the schools approach to discrimination. Expectations for pupils are reinforced through the curriculum, school values, assemblies and the Anti-Bullying charter.
Monitoring of incidents:	Racist remarks/incidents logged on SIMs. Record of Behaviour logged by LM and monitored by SG team - support for children involved and working with parents. Behaviour policy updated (racial discrimination).
Anti-Bullying and Harassment:	Focus week in Autumn 2 and Summer each academic year Workshops/Assemblies/Pupil role play/work displayed.
Training and awareness raising re: discrimination and bullying issues	Training planned for as part of the core CPD offer. EID team attends training opportunities yearly. Visits between local schools to share best practice. EID and wellbeing teams appointed, who plan and structure INSET day and training opportunities.

Action:

<p>Areas school continues to show good practice</p> <ul style="list-style-type: none"> ⇒ Suspensions / Exclusions regularly updated and careful monitoring of all Records of Behaviour. This is followed up with personalised support for pupils, when needed with Learning mentors, teaching staff and outside professional input sought when needed. ⇒ Follow up support for pupils with SEMH PSPs as preventive measures. ⇒ SG Team meets monthly to identify and support vulnerable individuals— Head Start. ⇒ Wellbeing and safeguarding training for all staff, annually and in line with statutory guidance.
<p>Areas we have continued to improve on this year:</p> <ul style="list-style-type: none"> ⇒ Continued with annual training for staff. New CPD profile is embedded and includes both core and personal CPD offers. ⇒ Anti-bullying values, as well as school values have been embedded in the curriculum. ⇒ Anti-bullying, discrimination and anti-racist values embedded in the curriculum. ⇒ EID team has begun a piece of work, creating a EID dictionary for staff around appropriate and inappropriate language around race and other protective factors.

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 relevant to their experience in school e.g. playground resources. Display board to show current JGB discussions and ideas and progress towards planned actions.
Pupil voice:	Pupil survey responses e.g. curriculum review, are analysed and views taken on board as part of decision making. JGB meetings are held regularly with a designated staff member who facilitates discussions.
Parents/Carers /Guardians:	Surveys taken virtually and are currently being analysed. Parent meetings held face to face, to gather ideas and opinions. First EiD newsletter and web page set up.
Staff:	EiD team meets regularly to review action plan and impact. Staff take part in training and conferences attended.
Local community:	Administer questionnaires to Little Ellies, and Local Shops around school.
Governors:	Kept informed and updated regularly as EiD is now a permanent agenda item at GB meetings. and the EiD team has had opportunities to give feedback on impact and achievements.
Satisfaction with our service:	Quarterly evaluation and feedback to all stakeholders.

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 CPOMS to report and record concerns to the DSL.

- EWPS Public Sectors Duty was ratified by the Governing Body on 21 March 2024.
- We update our school information and statistical analysis annually.
- EWPS Public Sectors Duty will be presented to the Governing Body every three years.

