**VICARAGE PRIMARY SCHOOL**

 

 **Public Sector Equality Duty at Vicarage**

 **(2018-19)**

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| **Person responsible for the policy** | **AHT/Inclusion lead- Shelly Ann Clunis** |
| **Date reviewed and shared with officer staff** | **April 2018** |
| **Date to be next reviewed by staff** | **April 2018** |
| **Date ratified by the Governing Body** | **June 2018** |
| **Date to be reviewed by the Governing Body**  | **June 2019** |

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| **Signed by Chair of Governors:** | **Signed by Head teacher:** |

We are proud to celebrate Equalities at Vicarage Primary School.

Within this document you will find information about how Vicarage Primary School ensures it meets its Specific Equalities Duties.

We try our best to:

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

The Equality Act 2010 stipulates that the following groups MUST be taken into account.

People identified in the following categories are considered to have a protected characteristic and school must take them into account when publishing information.

These groups include:

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

The following two protected characteristic 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:

These include 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:

1. To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. To ensure advance equality of opportunity between people who share a protected characteristic and those who do not.
3. To foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

1. Publish information
* You will find here information about our school community

 2. 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 ensure that we know which pupils are making progress and those for whom we need to diminish the gaps in their learning.

This information is already being used by the school to develop through a whole school focus on our four priorities.

These include:

**Priority 1: Leadership and Management-** To ensure teachers become more creative and innovative in their approach to teaching and learning through a deep and rich curriculum

**Priority 2: Teaching, Learning and Assessment-** To embed the new assessment system for monitoring progress and attainment of all pupils

**Priority 3: Personal Development, Behaviour and Welfare-** To ensure attendance for all groups of pupils is at or above the National average of 96.1%. Persistent absence absence to be at 5% or below

**Priority 4: Outcomes for pupils-** The progress across the curriculum of more able disadvantaged pupils and pupils who have Special Educational Needs and Disabilities is improving towards that of other pupils with the same starting point.

**Section 1.**

**Who Comes to Our School?**

**BACKGROUND**

Vicarage Primary School is committed to providing an education and environment, which offers equality of opportunity and is based on respect for all. We are firmly committed to equality and diversity and see it as our duty to promote equality of opportunity and good relations between all.

We do not discriminate against children seeking admission nor do we treat pupils differently on grounds of their sex, race, disability, religion or belief.

We do not discriminate in the employment or treatment of staff on grounds of gender, pregnancy/ maternity, transsexual status, race, disability, sexual orientation, religion or age.

**AIMS & OBJECTIVES**

 **Our aim is:** To prepare all pupils to live in a multi-cultural and multi-ethnic society in which all are equal as modelled by the Vicarage Primary School ethos, practices and policies.

 **Our objectives are:**

1. To ensure that the school is a place where everyone feels welcomed and valued and that an inclusive ethos is established and maintained (**Fostering Good Relations Between People)**
2. To ensure that all pupils are encouraged and given opportunities to achieve their full potential **(Advancing Equality of Opportunity Between People)**
3. To ensure that all pupils are prepared for life in a diverse and multi-ethnic societywhere all are valued and have equal rights and responsibilities **(Eliminating Unlawful Discrimination, Harassment and Victimisation)**

**SCHOOL POPULATION**

This is our school population

|  |  |
| --- | --- |
| Number of pupils on roll | 892 |
| % of pupils with SEN Statement or on School Action Plus | 6.2% |
| % of pupils with English not as their first language | 53.9% |
| % of pupils eligible for free school meals | 27% |

 These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not put any pupil at a disadvantage in our school. We use the following information to help us. We also welcome your views.

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| --- | --- | --- | --- |
|  | **Dashboard 2018** | **Vicarage School** | **National Data** |
| % | % |
| **Gender** | Girls | 48 |  |
| Boys | 52 |  |
| **Ethnicity** | White British | 5.1 |  |
| Other White and European |  10.2 |  |
| Gypsy Roma/ Irish Traveller/ Other | 1.4 |  |
| Mixed Heritage | 7.2 |  |
| Black - Caribbean Heritage | 2.0 |  |
| Black- African Heritage | 8.0 |  |
| Black - Other | 6.8 |  |
| Asian - Indian | 7.3 |  |
| Asian - Pakistani | 14.0 |  |
| Asian - Bangladeshi | 27 |  |
| Asian - Any Other Asian Background | 4.3 |  |
| Chinese | 2.2 |  |
| Any other minority ethnic group | 4.5 |  |
| **Special Educational Need** | No Special Educational Needs | 93.8 |  |
| School Action  | 6.2 |  |
| School Action Plus / Statements | 0.4 |  |
|  | **Main SEND** |  **Pupils** |  |
| **Profile of SEN Need**  | Autistic Spectrum Disorder (ASD) | 34 | The data on the primary needs of pupils with SEN met by SA+ or a statement are obtained from the school census. |
| Behaviour, Emotional & Social Difficulties (BESD)- EP support | 24 including2 SEND support |
| Hearing Impairment (HI) | 0 |
| Visual Impairment (VI) | 1 |
| Multisensory Impairment (MSI) | 0 |
| Physical impairment (PI) | 3 |
| Profound & Multiple Learning Difficulty (PMLD) | 1 |
| Speech Language & Communication Needs (SLCN) | 248 SEND support |
| Specific Learning Difficulty (SpLD) | 4 |
| Severe Learning Difficulty (SLD) | 1 |
| Other Difficulty/Disability | 1 |  |
| **Percentage of school roll 11.3%** **SEND support 6.2** |  |

 Analysis/comments of the school population:

* There are a higher number of boys to girls in the school, in line with National data. However, numbers in classes are not always comparative even though school admissions aim to achieve gender balance. There is a lot of movement of pupils throughout the year which affects our attendance.
* Currently, our largest ethnic group is Asian Bangladeshi, followed by Pakistani, Black African, Asian Indian & Other White. These five groups account for 66.7% of the total school population, compared to National figure of 14.4% for the same ethnic groups.
* The % of children with SEND is 11.3 % and 6.2 % SEND support. We do not have any Statemented pupils as Newham does not use Statementing in the same way as other local authorities; needs are addressed through other means, such as Higher Funding process for children at School Action Plus with high level of need. There are 6 children who are presently on EHCP and another 4 in the process of assessment.
* The four main areas of SEND for our pupils are Physical Disability, Specific Learning Difficulties, Speech Language & Communication Needs, Visual Impairment and Autistic Spectrum Disorder (ASD)

Our results show that the school provides a rich and personalised curriculum to suit the needs and diversity of our school population. We have rigorous procedures in all areas including RWI, Maths No Problem in EYFS and KS1, which allows the fundamentals to be embedded before they get to KS2. This is evident in exemplary results at the end of KS2.

Next steps:

* To ensure that learning are involved in the planning and adaptation of their learning through pupil voice.
* Teachers to become more facilitators to allow pupils to take ownership of their learning.
* To continue to close the gap for significant groups at the end of KS1 and KS2 by developing and implementing individualised programmes for boys, particularly in writing. (including disadvantaged boys).

**Attendance**

|  |  |  |
| --- | --- | --- |
| **2017-18\*** | **School** | **National** |
|   | % | **%** |
| Overall Absence | 95.6% | 96% |
| Persistent Absence | 14% | 10% |

**\*2018-19 data not available yet**

**Analysis/comments:**

* The school attendance target is set at or above 96.1% in line with National expectation. Pupils with persistent absence should remain at 5% or below. We have a percentage of our families who take extended leave abroad during the school year; these are recorded as unauthorised which affects our absence figures. A full-time Attendance Officer is employed to manage absence. A part-time Family Support Worker is also employed to support families.

**What we do to address absences:**

* Attendance for all children is monitored on a daily basis. Parents are contacted by telephone if their child is absent if a reason has not been provided for that absence. If a child’s attendance falls below an acceptable level a letter is sent to the parent/carer to highlight the school’s concern and notifying them that medical evidence will be required for future absences. The class teacher and Attendance Officer lead work with the family supported by the Family Support Worker to improve the child’s attendance. If the matter is not resolved the parents are invited to meet with a member of the school Leadership Group. Official warning letters and penalty notice may be issued if no improvement is made. Referrals to external agencies, such as the Attendance Management Service, school nurse may be made in order to support the family. For pupils who are absent long term due to ill health, Newham has a Home Tuition Service. A reward system is in place for pupils with good attendance. The School has an Attendance Policy which is reviewed and updated regularly.

**Section 2.**

**Advance Equality of Opportunity Between those who share a protected characteristic and those who do not**

 According to the school’s Ofsted Report (2010) “Vicarage is a good and improving school where pupils are eager learners” and the Ofsted Report (2014) “Vicarage School is a good school with outstanding features”.

 The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

 We aim to promote achievement and attainment so that all our pupils achieve their very best. We analyse our pupils’ attainment to ensure that all pupils have equal access to the education we offer and have the same opportunities to achieve their potential.

 **National Curriculum Results**

 At the end of key-stage 2 all pupils in Year 6 are assessed by means of SATS (Standard Assessment Tests) in Reading, Grammar, Punctuation, Spelling and Maths. Year 6 pupils are expected to achieve expected or above. The 2018 SATS results are:

**KS2 Results-July 2018**

|  |  |
| --- | --- |
|  % of pupils reaching Expected and above | **2018** |
|   |  **EXP and GDS** |
| Reading | **91%** |
| Writing | **90%** |
| GPAS | **95%** |
| Maths | **93%** |
| Combined Reading, Writing & Maths | 85%% |

**Promoting Opportunities for Our School Community:**

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| **Examples**  | **Steps the School has Taken (Case Studies)** |
| **Teaching and Learning:** | * SEND Information report (2018)
* Centre of Excellence / Inclusion Quality Mark Flagship Status (2018)
* Team Teaching SEND. 1:1 support
* Outside inset providers and schools
* Multi-Cultural diversity week
* 1:1 support, differentiation, mentor & nurture groups, SEND specialist groups
* Sex, puberty & Relationship Education
 |
| **Admissions and Transfer:** | * Home visits prior to admission for Nursery and Reception pupils
* Pre-Nursery admissions-parents encouraged to attend parent & Toddler groups in area
* Attendance Officer has meetings with parents/carer of all admissions
* Nursery children from feeder Nurseries regularly visit the main school
* Programme for mid-phase admissions
* Tracking mid-phase pupils
* Y6 children visit their local secondary school
* Nursery & Yr 6 children with high level of SEND – additional visits and transition programme
* Inclusion Lead and SENCO meetings with Nursery & Secondary counterparts to transfer information
 |
| **Participation :** | * Breakfast club (vulnerable pupils targeted)
* After-school clubs, visits
* Residential visits – Fairplay House
* Minibus / Taxi Service to aid accessibility for SEND pupils on visits
* Asthma pumps / medication taken on visits
* Regular class visits undertaken (all children expected to attend)
* Swimming in Yr 4
* Weekly opportunities for swimming, horse riding, soft play & music interaction for high level SEND pupils
* Monthly Coffe Mornings and Parent Support Workshops (eg SEND focus)
* World Book Day
* Parent volunteers
* School Council
* School’s Medical Conditions Policy
 |
| **Student progress:** | * Annual School Reports
* Termly Reviews
* Annual Reviews
* Parents’ Evenings
* Staff translating for parents
* Pupil Progress Meetings
* Booster classes
* Staff training for SEND & Medical condition issues
 |
| **Flexible curriculum arrangements** | * Individualised curriculum plans and Support plans for pupils with SEND / Behavioural / Emotional needs
* Speech & language groups (LEG)
* Specific learning difficulties (dyslexia) groups
* Specialist sessions to address processing, attention & memory issues through the Listening Programme & Turnabout programme
* RML groups
* Dynamo Maths for Dyscalculia
* Use of multi-sensory sessions (eg sensory motor integration sessions)
* Access to Social Communication & Sensory Maths Sessions
* Life Skills
* Lego Therapy
* Lexia
* Access to a Learning Mentor on a daily / weekly basis and to social skills & emotional skill sessions
* Special projects
* Use of Sensory Room & Soft Play Room
 |

 Analysis/comments on Promoting Opportunities for Our School Community:

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| 3 areas school has developed this year: * Developing the SEND Team to include a SENCO, SEND Support and Dyslexia Teacher, Inclusion Lead Teaching Groups, Speech Therapist & a Higher Level Teaching Assistant, EP among other professionals
* Increasing the support to pupils with behavioural and emotional needs by developing the use of 2 Learning Mentors across the school
* Developing a curriculum for high level SEND pupils with autism and those with physical / medical needs
* Areas school has developed:
* • Use of positive images throughout the school to represent our community
* e.g disability, race, religion and gender
* • Celebration of all religions through celebration assemblies and hosting
* (and winning ) the Newham RE week event.
* • Accessible classrooms and work spaces, including a lift in our teaching
* school wing.
* • Training in Growth mindset approach
* • Training in gender equality, LGBT, Mindfulness, SEMHB
* • International evenings
* • Parent sewing group
* ESOL Support
* Triple P
* Family Support
 |
| 3 areas we would like to improve next year: * Assessment of all Key Stage 1 pupils for visual dyslexia & implementing appropriate resources to support these learning
* Support to pupils with dyscalculia and numeracy difficulties
* Attainment of SEND Support pupils in Key Stage 1 & 2
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**Section 3.**

**Foster good relations between those who share a protected characteristic and those who do not**

 “Vicarage is an inclusive school and actively promotes equality of opportunity” (School Ofsted Report, 2010)

 “The strong promotion of pupils’ spiritual, moral, social and cultural development contributes to the appreciation of diversity and tolerance within the school and among the local community” (School Ofsted Report, 2014)

 “Parents work closely with the school and regularly take part in workshops and contribute their views. They are happy with pupils’ behaviour and the rate of progress their children make” (School Ofsted Report 2014)

Inclusion Quality Mark Report(July 2015) stated:

“This is a school that really knows its key people – their pupils and their families extremely well. A school, which recognises that everyone has a story waiting to be told. The dedicated and enthusiastic staff at Vicarage, make the time to discover these stories. Personalisation is the key!”

 “Children at Vicarage make very good progress emotionally, socially and academically – their happiness, enjoyment and participation is paramount. This is really apparent as you move around the school and are welcomed at every opportunity. Staff are proud to be part of the Vicarage story and are committed to shared ownership for all pupils including those with SEND”.

 Vicarage School is a much larger than average school located in an area of significant social deprivation. Our pupils come from a wide range of ethnic backgrounds; the largest groups being:

-Bangladeshi- 27%

-Pakistani -14%

-Other Black African-8%

-Whiter Eastern European-10.2%

 The pupils' attainment on entry is below national expectations as shown in our on-entry assessments, some of our pupils start Nursery / Reception, KS1 and /or KS2 without having previously attended any learning or social setting. 53.9% of pupils speak English as an additional language.

 The percentage of pupils entitled to free school meal is 27%. Despite our high level of deprivation we expect all pupils to make significant progress based on their starting points. Furthermore these factors depict the challenge that we face at Vicarage in our expectation that all the children will achieve the very best that they can and that we can enable them to.

 Despite the large majority of children starting school below national average the large majority of pupils leave the school at national average so making good / outstanding progress whilst at Vicarage.

 The percentage of pupils with SEND (including statements) is 11.3%: the largest SEND groups of pupils within the school is Speech & Language Communication Needs (SLCN), Moderate Learning Difficulties (MLD) and Autistic Spectrum Disorder (ASD)

 The school Ofsted Report (2010) stated “Pupils are well supported and cared for. Pupils say they are happy and feel safe”.

 The school Ofsted Report (2014) stated “Pupils’ experience of school is very rich and inspiring because of the wide range of subjects pupils study. As a result, they have a deep understanding of the world they live in”.

Inclusion Quality Mark Report (July 2018) stated:

 “Parents comments show that Vicarage goes the extra mile.

Organising this is no mean feat to achieve, however it runs like a well-oiled machine! Inclusion is seamless at Vicarage.

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|  | **Steps the school has taken** |
| **Social & Emotional Wellbeing:** | * Weekly assemblies for each year group
* Choir
* After-School Clubs
* Lunch Time Clubs
* Peer mediators
* Use of 3 Learning Mentors across all phases
* Social & Emotional Aspects of Learning (SEAL) embedded in the curriculum
* Provision of daily / weekly mentoring sessions, social skills groups and sessions to support pupils with self-esteem & anger management
* Breakfast Club
* Nurture groups
* Art & Music Special Projects
* Use of the Sensory Room & Soft Play Room
* Community focus activities for SEN pupils
* School Council Drop Boxes
 |
| **Student Voice:** | * School Council
* Pupil questionnaires
* Every Child a Musician (ECAM) – children evaluate (60 questions) and attitude to life in general Yr 5 & Yr 6
* Introduction of lunch / play time buddies
* Introduction of the Triple V (Vicarage Vital Volunteers) in Key Stage 1 & Foundation at lunch time
 |
| **Positive Imagery:** | * Cultural diversity displays
* Celebrating Success for SEN pupils displays
* Posters
* Displays highlighting high expectations
* Rewarding good work and attitude
 |
| **Community Links** | * Football league
* Links with Oliver Thomas, Nelson & Langdon Schools
* Links with the Well Community Centre & Oliver Thomas Nursery & Children’s Centre.
* Parent Partnership Network – Parent support group
* Breakfast Club
* Community use of sports hall
 |
| **Cultural ideas, Religion & Belief** | * Assemblies
* Choir
* Outside speakers
* Music lessons
* Programme of visits to places of worship
* ‘Faith in Schools’
 |
| **Removing Barriers & making reasonable adjustments:** | * ECAM – 100% take up
* Awareness & understanding of the needs of Looked After Children (LAC)
* Use of Sensory Room & Soft Play Room
* Hygiene room available
* Lift available
* 4 accessible toilets
* 2 Evac Chairs in Upper Key Stage 2 building
* Mobile hoists & hoist tracking to be fitted
* Medical Care Plans in place – Displayed in staff room & located in class SEN folders
* Individual & group interventions
* Differentiation in all lessons
* Signalong training (weekly)
* Linked Governors (ie LAC / SEND)
 |
| **Links with wider communities** | * Choir – London Symphony Orchestra
* Employee base & volunteers (Initial Teacher Training)
* Fundraising (eg Children in Need, Guide Dogs, Water Aid, Comic relief)
* National Quiz Club (Local, London, National event)
* Debate Club
* Brilliant Club
 |
| **Partnership with parents** | * Workshops
* Website
* Coffee mornings
* Parent Support group for those with SEND children
* Performances to parents
* Breakfast club
* Parent governors
* Newsletters
* Home-School Diaries
* Family Support Worker in school
* Support for foster parents
 |

* 1. Analysis/comments on fostering good relations:

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| **Areas school has developed this year:*** Provide increased specialist support within SEND team
* Inclusion Lead, SENCO and Dyslexia Teacher roles
* Develop Educational Assistant to develop their expertise in ASD, dyslexia, dyscalculia and speech & language
 |
| **Areas we would like to improve next year*** Develop status as a SCERTS Lead school
* For Dyslexia Teacher to gain specialist status as Dyslexia Assessor
* Develop and maintain national status as a ‘Centre of Excellence’ School for inclusion
* SENCO to gain National SENCO status
* Senior Educational Assistant to gain qualified teacher status for dyslexia
* SEND Team to develop professional skills through research
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**Section 4.**

**Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010**

 Our aim is that all who come to Vicarage will find it to be a welcoming and comfortable environment where people are treated with dignity and respect.

 We aim to be sensitive to the needs of our pupils and families and are committed to working in partnership with them and with local groups in order to further promote racial harmony.

 We do not tolerate incidents of discrimination, harassment and victimisation and will deal with such incidents swiftly and decisively as and when they occur.

 We review school policies and procedures annually to ensure that they are equitable to all.

 We will draw up an annual action plan to address required actions with regard to:

* **Fostering Good Relations Between People**
* **Advancing Equality of Opportunity Between People**
* **Eliminating Unlawful Discrimination, Harassment and Victimisation**

**(See Appendix 1)**

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|  | **Steps the school has taken** |
| **Exclusion Data:** | Shared with Governors & Head Teacher report* Behaviour policy – reviewed & adapted
* Time out area in school – ‘The Space’
* Incidents of poor behaviour reviewed and addressed
* Deployment of 2 Learning Mentors to reduce risk of poor behaviour & provide support to those at risk of exclusion
 |
| **Victimisation and Discrimination:** | * SEAL Curriculum and assemblies
 |
| **Monitoring of incidents:** | * Clear recording of incidents on separate recording sheets. SLT follow up
* Parents informed and called into school
 |
| **Anti-Bullying & Harassment:** | * Awareness training in Assemblies
* Incidents recorded
 |
| **Training & awareness raising about discrimination and bullying issues:** | * Pupil Progress Reviews
* Review of Behaviour Policy
* Staff training for behaviour & bullying
 |

Analysis/comments on fostering good relations

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| **Areas school has developed this year:*** Reviewed Behaviour Policy & Positive Holding Policy
* More workshops for parents
* Pupil tracking system tightened for learning & behaviour
* Deployment of a Family Support Worker in school on a weekly basis
* Development of Looked After Children provision
* Develop the role of the buy-in Speech & Language Therapist
* Development of Learning Mentoring provision
* Closer working with parents whose children display negative behaviour
* Working in partnership with Triple P Parenting Programme
* Anti bullying policy now includes ‘cyber bullying’.
* Continuing to make the building physically accessible and supportive of all types of SEND.
* Anti-homophobic bullying training
 |
| **Areas we would like to improve next year*** Develop Circle of Friends & Peer Buddy System
* Develop Peer Mentoring
* Develop Parenting Mentoring across the school
* Development of a full-time Family Support Worker role in school
* To continue developing this policy and updating the actions.
* To continue improving systems of monitoring incidents of discrimination.
* To continue to challenge the use of racist, homophobic or sexist language.
 |

**Section 5.**

**Participation, Engagement and Satisfaction with our Equalities Practices**

(Ref: teachers’ planning, school prospectus, Self-Evaluation Form, School Improvement Partner report, School Improvement Plans).

5.1 The school Ofsted Report (2010) indicated that “The school is a caring and cohesive community. Relationships across the school are strong and pupils’ behaviour is good. Governors know the school well”.

 The school Ofsted Report (2014) stated that the “Governors have a good understanding of the school’s strengths. They use their expertise well to challenger and support senior leaders and to ensure pupils and staff feel safe and secure”

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

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| **Examples**  | **Steps the School has Taken (Case Studies)** |
| School Council: | * Regular meetings led by a teacher
* Recent themes – Road safety, lunches, fund raising
 |
| Pupil Voice: | * Questionnaires
* Class council – each class has two representatives. The rep. attends school council meetings
* Concerns Drop Box
 |
| Parents/Carers /Guardians: | * Questionnaires
* Home-School Diary
 |
| Staff: | * Weekly briefing meeting for each year group
* Weekly planning meetings for SMT /SLT
* Weekly Inset for teaching staff
* Weekly Inset for support staff
 |

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| --- | --- |
| Local community: | * Discussion with local cluster schools in E6
* Regular contact with Oliver Thomas Children’s Centre & The Well Community Centre
 |
| Governors: | * Head Teacher’s Reports (3 times a year)
* New Equality Policy presented to Governors
* Link Governor meetings with school staff
* Regular meetings of Governor Sub-Groups
 |
| Satisfaction with our service: | * Very few complaints
* Clear complaints procedure
 |

5.3 **Workforce – Staffing and Training**

Vicarage Primary School has adapted the HR policies developed in Newham related to the Equality of Opportunity Policy regarding Recruitment and retention, Continuing Professional Development and the day-to-day management as direct employer.

|  |  |
| --- | --- |
| Area of focus | Significant information that we can address for following year |
| Promoting opportunity | * Depending upon finances, more staff employed from the Local Authority and area
 |
| Fostering good relations  | * Opportunity for training is open to all staff, regardless of position
 |
| Prohibiting discrimination | * All staff has an equal opportunity for their own professional development.
 |

**This information was reviewed by AHT/Inclusion Lead on 21st January 2019**

**This information was ratified by the Governors January 2019**

**Our school information will be reviewed in December 2019**

**Signed** (Chair of Governors) …………………………………………………………………