



Equalities Duty & Objectives

2022/23

Person responsible for the policy:	DHT – Jay Bull-Mannan
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We are proud to celebrate Equalities at Vicarage Primary School

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

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.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

Specific Duties

1. Information about our school community
2. Workforce – Staffing and Training
3. Equality Objectives
4. Equality Action Plan

1. School Community Information for 2020/2021

Equality Information

Number of pupils on roll at the school: 880

Age of pupils: 3 to 11

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- **Pupils eligible for Free School Meals (FSM)**
- **Pupils with Special Educational Needs and disability (SEND)**
- **Pupils with English as an Additional Language (EAL)**
- **Young carers**
- **Looked After children (LAC)**
- **Pupils on (Child Protection) CP or a Child In Need (CIN) plan**

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information.

Race/Ethnicity	Number of Pupils
Any other Asian background	14
Any other Black background	56
Any other ethnic group	4
Any other mixed background	49
Bangladeshi	296
Black- Caribbean	7
Black – Nigerian	8
Black- Somali	14
Chinese	1
Indian	65
Pakistani	121
Arab	12
Iranian	3
White - British	29
White and Asian	6
White and Black African	1
White and Black Caribbean	5
Other Black African	35
White Eastern European	91

Other White	20
Afghan	13
Sir Lankan	2
Sir Lankan Tamil	14
Vietnamese	1
Kosovan	4
Latin/South/Central America	3
Roma	4
Other	2

Gender	Number of Pupils
Male	469
Female	411

	Number of Pupils
Pupils eligible for Free School Meals (FSM)	231
Pupils eligible for Pupil Premium Finding – Disadvantage group	249
Pupils with Special Educational Needs (SEN)	81
Pupils with English as an Additional Language (EAL)	753

	Number of Pupils
Young carers	0
Looked after children	2

We aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally through:

- ✓ Rigorous tracking and monitoring of individuals and of all the groups of children including progress and attainment
- ✓ Providing equal opportunities to access the curriculum and activities

2. 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 day-to-day management.

Area of focus	Action
Promoting opportunity	<ul style="list-style-type: none"> • Staff employed from the Local and surrounding areas
Fostering good relations	<ul style="list-style-type: none"> • Lettings of school premises to local businesses

Prohibiting discrimination	<ul style="list-style-type: none"> All staff has an equal opportunity for their own professional development
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3. Equality Objectives

Objective 1: To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners, including: FSM, LAC, Post LAC and EAL students to achieve national average levels in Reading, Writing and Maths.

Objective 3: To raise levels of parental engagement in school life.

Objective 4: To work with families to support them with the implementation of the Relationship, Sex and Health Education curriculum.

How we have due regard for equality

- ✓ We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- ✓ Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.
- ✓ We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.
- ✓ We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.
- ✓ We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis.
- ✓ The Leadership Team of the school is concerned with closing gaps, this is reflected in the school's values and ethos.
- ✓ We give regard to equality issues in decision making.
- ✓ We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
- ✓ We provide training to all staff in relation to dealing with bullying and harassment incidents.
- ✓ We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.

4. Equality Action Plan

Disability: We are committed to working for the equality of people with & without disabilities

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We set challenging targets to ensure our children with disabilities make good and better progress.</p> <p>We provide quality training for all staff on inclusion.</p> <p>When required we obtain advice and support from many different professionals and outside agencies.</p> <p>We promote positive links with our parents through Coffee mornings and workshops.</p> <p>There is a designated Governor for SEND.</p> <p>Specific targeted support where appropriate.</p> <p>Annual reviews, liaising and working in partnership with a number of professional organisations.</p> <p>A wide range of resources stored in an easily accessible central location.</p> <p>AHT for Inclusion arrange meetings with Nursery & Secondary counterparts to ensure effective transition.</p> <p>For Nursery & Yr 6 children with high level of SEND – additional visits and a transition programme in place.</p> <p>Opportunities for swimming, horse riding, soft play & music interaction.</p> <p>Individualised curriculum plans and Support plans for pupils with SEND / Behavioural / Emotional needs.</p> <p>Speech & language groups (LEG) Specific learning difficulties (dyslexia) groups. Specialist sessions to address processing, attention & memory issues through the Listening Programme & Turnabout programme, Dynamo Maths for Dyscalculia.</p> <p>Use of multi-sensory sessions (e.g. sensory motor integration sessions)- Life Skills, Lego Therapy, Lexia.</p> <p>Use of school based Sensory Room & Soft Play Room as well as those in the local area.</p> <p>We make reasonable adjustments were necessary.</p>	<p>Our school admissions criteria which welcomes all pupils.</p> <p>We work with private Nurseries and feeder schools ensuring transfer into Reception is effective & as smooth as possible.</p> <p>We liaise with local primary and secondary schools regarding effective provision</p> <p>Termly parent evening and review meetings.</p> <p>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience through themed days and events, e.g. ASD awareness week.</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people.</p>	<p>Children experience a positive start. Parents are kept well informed. Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>Effective inclusion of children with disabilities.</p> <p>Termly reviews/Pupil Voice, reflect our children with additional needs are happy in school.</p> <hr/> <p>Next Step</p> <p>To refine our curriculum -recognised units of learning for children whose learning ability is below that of the national curriculum.</p> <p>Continue to develop SCERTS strategies across the school.</p> <p>The Dyslexia Teacher to gain specialist status as Dyslexia Assessor.</p> <p>Maintain National status as a 'Centre of Excellence' School for inclusion.</p> <p>SEND Team to develop professional knowledge through research.</p> <p>Provide tailored CPD for support staff to develop knowledge and understanding of SEND.</p> <p>To continue to provide daily specific intervention for targeted pupils.</p> <p>Deliver Talk and Learn programme for pupils and parents for early language support for 4 to 5 year olds.</p>

Ethnicity & Race including EAL Learners: We are committed to working for the equality of all ethnic groups

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>Initial assessments are completed promptly for new arrivals and learning plans are put into place, including targeted intervention.</p> <p>We identify appropriate provision and then monitor its impact through termly reviews.</p> <p>New pupils are buddied up with a child in their class who may speak the same language.</p> <p>Pupils joining mid-phase receive emotional support from the Pastoral Team.</p> <p>We set targets to improve the attainment and progression rates of identical groups of pupils.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities.</p> <p>The curriculum provides opportunities for pupils' to develop a deep understanding of equality and feel confident to challenge views that may be prejudice through the taught curriculum, e.g. PSHE and P4C lessons as well as themed days and events.</p> <p>British Council Connecting Classrooms Programme - An international project planned for two teachers to visit the link school in Kenya with work planned for all year groups prior to and following the visit.</p>	<p>We use a range resources support translation.</p> <p>An open door policy, staff are available at the start and end of the day to speak to parents.</p> <p>We have a curriculum that supports pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p>	<p>Children settle quickly.</p> <p>Effective, positive relationships with parents as evidenced by parent surveys.</p> <p>Pupil voice is used weekly to take their viewpoints on their learning and time at school.</p> <hr/> <p>Next Step</p> <p>Language specific programs to be available for children to use in class.</p> <p>Provide opportunities for meaningful talk and debate throughout the wider curriculum.</p> <p>To develop parental engagement through whole school events, PTA and workshops.</p>

Gender: We are committed to working for the equality of both sexes

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We monitor the attainment and progress of all our pupils by gender.</p> <p>We set targets to improve the attainment of particular groups of boys and girls.</p> <p>The Class Representatives and School Council ensures both boys and girls views are equally represented.</p> <p>Sports teams are equally represented by boys and girls.</p> <p>Gender specific Sex education lessons led by both male and female staff members.</p> <p>We promote gender-neutral language.</p> <p>We have systems in place to prevent and respond to biases and bullying.</p> <p>Staffing structure includes positive role models of both sexes.</p>	<p>We support all our children in their interests of attending clubs</p> <p>We ensure we include positive, non-stereotypical images of men and women in the curriculum.</p> <p>We will work closely with families where the child's gender identity maybe is contrast to their physical presentation.</p> <p>RSHE lead provides feedback and updates from training.</p>	<p>Differences in attainment by gender are minimised.</p> <hr/> <p>Next Step</p> <p>Through continuing high quality CPD, to aim to have male representation on the senior leadership team as well as middle leaders.</p> <p>Increase the number of male staff in the school.</p> <p>To continue to promote gender bias, i.e. celebrate girls' strong identity, respect and empower girls as central players.</p>

Religion & Belief: We are committed to working for equality for people based on their religion, belief or non belief

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We support our pupils to build their sense of identity and belonging through our whole school values system: Excellence, Resilience, & Respect.</p> <p>We promote inclusion for all our faith groups through weekly assemblies and specific themed lunches and themed days to celebrate religious special days.</p> <p>All pupils will visit various places of worship as part of the Religious Education curriculum.</p> <p>Religious observance for staff and pupils and acknowledged.</p>	<p>We visit the places of worship in and around the borough as part of our RE curriculum cycle.</p> <p>We follow the agreed RE syllabus for Newham.</p> <p>We forge links with our local community faith leaders.</p> <p>We recognise and celebrate significant religious events from different religions.</p>	<p>We have a well-resourced RE curriculum that supports the children's understanding and experiences of differing religions.</p> <hr/> <p>Next Step</p> <p>RE curriculum to be mapped closely and linked with other curriculum areas.</p> <p>PSHE/RSHE curriuclum to encourage deeper thinking and reflection.</p>