

Public Sector Equality Duty at Park Primary School- 2017

Welcome to Equalities at Park Primary School. You will find here 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.

The **Equality Act 2010** clearly states that the following groups are considered to have a protected characteristic.

Protected characteristics- the school must take into account when publishing information:

- Disability;
- Sex(gender);
- Race (ethnicity);
- Pregnancy and Maternity;
- Religion and Belief;
- Sexual Orientation;
- Gender reassignment.

There are also two other protected characteristics that schools do not have a direct duty:

- Age;
- Marriage and Civil Partnership.

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

General Duties:

The three aims of the Public Sector Equality Duty are:

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

Specific Duties:

Publish information

- You will find here information about our school community.

Equality Objective –Action Plan

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

All the information and analysis will be from the School Improvement Plan, evaluations, and pupil data. We intend to use the information to improve education for all groups in the school. We want to make sure we know which pupils are doing well and less well so we can plan to improve.

A lot of this information is already being used by the school to develop and become better at making sure we are doing well for all our pupils. Some of the information may show us that we could do better. We will use information that tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will also find published here.

The information is meant to be clear and simple. If you have any problem 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 Miss Rebecca Hunt (Assistant 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 pupils are doing;
- Participation and engagement – are pupils joining in and getting a chance to take part;
- Disabled pupils and SEN;
- Behaviour – including monitoring of exclusions;
- Anti Bullying – if we have a problem with bullying – is there a trend or pattern we need to know about;
- How we are going to work towards improving what we do.

If you have any ideas that you think will help us or have had any problems such as being discriminated against or witnessing unfairness or inequality please contact us and let us know your experiences. If you want to be part of Equalities at our school please contact us and let us know.

You will find the information on our school website it is called **Equalities**.

The person you need to contact if you are interested in helping us with our equalities or if you can see something that can be improved is Miss Hunt. We would like to hear from you.

Mrs Natasha Ttoffali

Head Teacher

Park Primary School Equalities Information and Analysis

Section 1. Who Comes to Our School?

This is our school population. 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 disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

Data from November 2016

		Park Primary School-		National Data
		Number	%	%
Number on Roll		530		
Gender	Girls	271	51%	49
	Boys	259	49%	51
	White British	40	7.5%	69.3%
	White European	80	15%	
	White Irish	1	0.2%	0.3%
	White other			
	Gypsy Roma/ Irish Traveller/ Other			0.4%
	Mixed Heritage	17	3.2%	1.5% (white and black caribbean) 0.7% (white & black African) 1.2% (White & Asian) 1.9% Any other
	Black - Caribbean Heritage	12	2.3%	1.2%
	Black- African Heritage	18	3.4%	3.7%
	Black- Nigerian	2	0.4%	
	Black - Other	9	1.7%	
	Black-Somali	9	1.7%	
	Asian - Indian	90	17%	2.8%
	Asian - Pakistani	60	11.3%	4.2%
	Asian - Bangladeshi	129	24.3%	1.7%
	Asian - Any Other Asian Background	6	1.1%	1.7%
	Chinese	8	1.5%	0.4%
	Vietnamese	6	1.1%	
	Fillipino	1	0.2%	
	Arab	7	1.3%	
	Afghan	3	0.6%	
Iranian	3	0.6%		
Kosovan	2	0.4%		

	Sri Lankan Tamil	2	0.4%	
	Turkish/ Turkish Cypriot	2	0.4%	
	White and black Caribbean	2	0.4%	
	White and Asian	1	0.2%	
	White and black African	1	0.2%	
	Any other minority ethnic group	8	1.5%	1.7%
Free School Meal Eligibility	Not Eligible			
	Eligible	24.7%	25.2%	
Religion/Belief	Buddhist/Taoist	5	0.9%	
	Christian	117	22%	
	Hindu	18	3.4%	
	Jewish			
	Muslim	273	51.5%	
	Sikh	21	4%	
	Other	17	3.2%	
	Refused	1	0.2%	
	No Religion	33	6.2%	
Special Educational Need	No Special Educational Needs			
	SEN support	41	12.1%	
	Statemented/ EHCP	1	1.3%	
Profile of Need (% based on total number of pupils on School Action Plus)	Autistic Spectrum Disorder	7		
	Behaviour, Emotional & Social Difficulties	1		
	Social, emotional and mental health	9		
	Hearing Impairment	0		
	Moderate Learning Difficulty	13		
	Visual Impairment	0		
	Multisensory Impairment	0		
	Physical Disability	3		
	Profound & Multiple Learning Difficulty	0		
	Speech Language & Communication Need	23		
	Specific Learning Difficulty	7		
	Severe Learning Difficulty	1		
	Other Difficulty/Disability	2		
	No specialist assessment	1		

Special educational needs information is available at:
<http://www.education.gov.uk/rsgateway/DB/SFR/s001007/index.shtml>

Analysis/comments:

Analysis of the school population:

- Park Primary School is a larger than average size school situated in the Forest Gate South Ward in the London Borough of Newham;
- 92 % of children are from an ethnic minority compared to 32% nationally
- We have 530 pupils on roll. Standard number is 525;
- We have 78.8% stability compared to 85.7% nationally.
- Park Primary has 2% more girls than boys;
- The majority of pupils come from the local area. Housing consists of rented houses and flats, temporary accommodation, housing association and owner occupied houses; 45.2% of housing is over-crowded.
- Bangladeshi, Pakistani, Eastern European, Indian and white British are the main ethnic groups;
- 62.4% of children do not have English as their first language.
- 8% of pupils are identified as having special educational needs.

Comparisons to National data:

- Pupil mobility is high, for example, 78.8% stability compared to 85.7% nationally
- The % of children entitled to FSM is almost in line with the national average. The school has 24.7% compared to 25.2% nationally. This is within the 60-80th percentile. All primary aged children in Newham receive a free school meal, meaning many families do not apply for FSM.
- We serve a diverse ethnic community with 49+ languages spoken. 92% of pupils are from minority ethnic groups, compared to 29.7% nationally; 62.4% of pupils do not (or believed not) to have English as their first language. This is compared to 20.1% nationally.
- The number of children with special educational needs is less than the national average and in the 20th-40th percentile. Newham has historically not given many statements and as such the number of children with statements/ EHCPs is low.
- The schools deprivation indicator is 0.28, 0.7 above the national average of 0.21. This is within the 60-80th percentile.

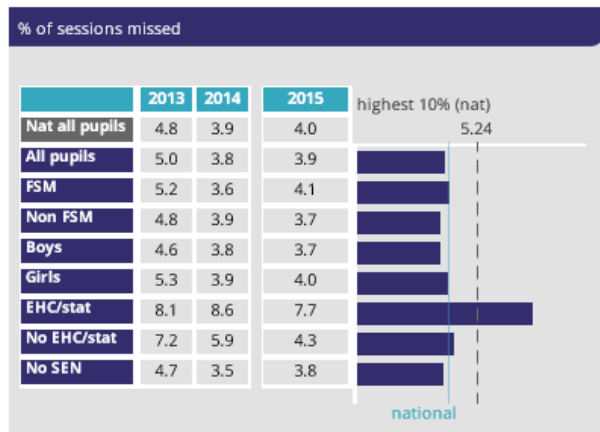
Attendance

**For Pupils aged 5 and above (Summer term 2014)
Information from Census**

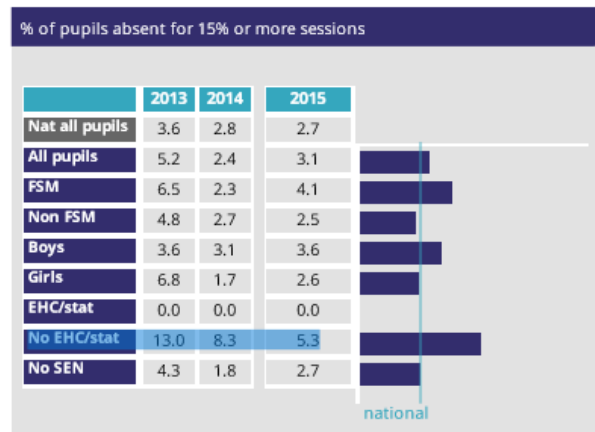
	Park Primary School		National %
	Number	%	
Number of sessions missed		3.9%	4.0%
%persistent absentees- absent for 15% or more sessions		3.1%	2.7%

have no education, health and care plan or Statement.

Absence



Persistent Absence



Year 2

			School	National	School	National
Summary	All Pupils	71	5%	4%	3%	3%
Gender	Male	39	5%	5%	3%	3%
	Female	32	5%	4%	3%	2%
Prior Attainment	Higher attainers	26	4%	3%	0%	1%
	Middle attainers	21	5%	4%	5%	2%
	Lower attainers	16	6%	6%	0%	5%
Pupil Premium	FSM (in last 6 years)	12	6%	6%	8%	6%
	Not FSM (in last 6 years)	59	5%	4%	2%	1%
FSM	FSM	8	5%	7%	0%	7%
	Not FSM	63	5%	4%	3%	2%
SEN Group	SEN Support	5	6%	6%	20%	6%
	EHC Plan	1	9%	8%	0%	11%
	No SEN	65	5%	4%	2%	2%
EAL	First language not English	38	5%	5%	3%	3%
	First language English	33	5%	4%	3%	2%
Ethnicity	White	20	4%	4%	0%	2%
	Black Caribbean	1	5%	5%	0%	4%
	Black African	5	3%	4%	0%	2%
	Indian	12	5%	5%	0%	2%
	Pakistani	6	5%	6%	0%	4%
	Bangladeshi	21	6%	6%	10%	4%
	Other Asian	1	14%	5%	0%	2%
	Chinese	2	4%	4%	0%	1%
	Any Other	3	2%	5%	0%	3%
	No Ethnicity Data	0	0%	-	0%	-

Year 6

Absence - Year 6 - Autumn 2015

		Pupils	Absence		Persistent absences	
			School	National	School	National
Summary	All Pupils	75	4%	4%	1%	2%
Gender	Male	35	4%	4%	0%	2%
	Female	40	4%	4%	3%	1%
Prior Attainment	Higher attainers	18	3%	3%	0%	1%
	Middle attainers	23	3%	4%	0%	1%
	Lower attainers	28	5%	5%	4%	3%
Pupil Premium	FSM (in last 6 years)	27	5%	5%	4%	3%
	Not FSM (in last 6 years)	48	4%	3%	0%	1%
FSM	FSM	9	7%	6%	11%	5%
	Not FSM	66	4%	4%	0%	1%
FSM Ever	FSM (ever)	27	5%	5%	4%	3%
	Not FSM (ever)	48	4%	3%	0%	1%
SEN Group	SEN Support	9	5%	5%	0%	3%
	No SEN	66	4%	4%	2%	1%
EAL	First language not English	39	4%	4%	0%	1%
	First language English	36	4%	4%	3%	2%
Mobility	Joined in Y5 or Y6	5	3%	6%	0%	5%
	Joined before Y5	70	4%	4%	1%	1%
Ethnicity	White	19	5%	4%	6%	2%
	Black Caribbean	3	4%	4%	0%	2%
	Black African	8	4%	3%	0%	1%
	Indian	5	3%	3%	0%	1%
	Pakistani	6	5%	4%	0%	1%
	Bangladeshi	23	3%	4%	0%	1%
	Other Asian	1	8%	4%	0%	1%
	Chinese	1	1%	2%	0%	0%
	Any Other	9	3%	4%	0%	2%

From RAISE Online

School data obtained from the School Information Management System (SIMS) and RAISEonline 2016. National information is available at the following website:
<http://www.education.gov.uk/rsgateway/whatsnew.shtml>

Analysis/comments:

-

Things we do well:

- Promote and reward good attendance
- Regularly monitor attendance data to identify patterns in absence and/ or issues regarding poor attendance
- Effective systems in place to monitor first day absence
- Work alongside the local authority to support families to improve attendance and punctuality and to challenge poor attendance and punctuality

Things we would like to improve:

We would like to improve our overall attendance figures for the school by:

- Continually targeting persistent absence
- Monitoring and targeting persistent absence of children with SEN
- Continuing to raise awareness of the impact of poor attendance and punctuality
- Monitoring attendance below 92%

Section 2. Advance Equality of Opportunity Between People

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.

Attainment Data for 2015-16 Cohort

This is how our school compares at the end of Year 6 (Key Stage 2) for the 2015-16 cohort.

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2)

		Pupils	Actual results			Pupil progress		
			Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)
Summary	All Pupils	75	101.6 ↓	49% ↓	7%	+0.6 ↓	+5% ↓	+3%
Gender	Male	35	101.1	51%	6%	+0.0 ↓	+9%	+2%
	Female	40	102.1 ↓	48% ↓	8%	+1.1 ↓	+2% ↓	+5%
Prior Attainment	Higher attainers	18	109.4	94%	22%	+1.1	+7%	+9%
	Middle attainers	23	103.8	61%	4%	+1.2 ↓	+6%	+3%
	Lower attainers	28	96.2 ↓	21% ↓	0%	-0.1 ↓	+4% ↓	-0%
Pupil Premium	FSM (in last 6 years)	27	100.3	44% ↓	0%	+0.9	+6%	-1%
	Not FSM (in last 6 years)	48	102.4 ↓	52% ↓	10%	+0.5 ↓	+5% ↓	+6%
FSM	FSM	9	100.6	56%	0%	+1.7	+23%	-0%
	Not FSM	66	101.8 ↓	48% ↓	8%	+0.5 ↓	+3% ↓	+4%

FSM Ever	FSM (ever)	27	100.3	44%	↓	0%	+0.9	+6%	-1%				
	Not FSM (ever)	48	102.4	↓	52%	↓	10%	+0.5	↓	+5%	↓	+6%	
SEN Group	SEN Support	9	94.2	11%		11%	+	-2.2	↓	-12%		+10%	+
	No SEN	66	102.6	↓	55%	↓	6%	+1.1	↓	+8%	↓	+2%	
EAL	First language not English	39	101.5	↓	51%		5%	+1.3	↓	+13%		+3%	
	First language English	36	101.8		47%	↓	8%	-0.0		-2%	↓	+3%	
Mobility	Joined in Y5 or Y6	5	99.2		0%		0%	-5.2		-58%		-11%	
	Joined before Y5	70	101.8	↓	53%	↓	7%	+0.9	↓	+8%	↓	+4%	
Ethnicity	White	19	100.7	↓	53%		0%	+0.9	↓	+13%		-6%	
	Black Caribbean	3	105.2		67%		33%	+2.8		+10%		+31%	
	Black African	8	98.4		38%		0%	+0.1		+10%		-0%	
	Indian	5	97.5	↓	0%	⊖	0%	-2.5		-25%		-0%	
	Pakistani	6	99.8		67%		0%	-0.6		+28%		-2%	
	Bangladeshi	23	103.6		52%	↓	13%	+1.2		+0%		+8%	
	Other Asian	1	99.5		0%		0%	-0.2		-32%		-0%	
	Chinese	1	90.0		0%		0%	-		-		-	
	Any Other	9	105.2		67%		11%	+0.7		+3%		+6%	

School data obtained from FFT

Analysis/comments:

- The attainment of Indian pupils appears to have fallen. None of the 5 Indian pupils met the expected standards combined in reading, writing and maths. Our internal data for 2016-17 shows reading to be an issue in years 4,5 and 6 for Indian pupils. 3/5 pupils had been with since year 1. 3/5 were middle attaining at KS1. 1/5 identified SEN. So it appears the common link between these children is their ethnicity and is a pattern to monitor.
- Bangladeshi pupils have higher average scaled score for attainment.
- Bangladeshi pupils were achieving at greater depth
- Achievement and progress for children with SEN support at greater depth is significantly higher than national. This represents one pupil.
- The progress of those who joined before year 5 seems to be lower than in previous years.
- The progress of children entitled to FSM has seemingly increased since last year of those meeting expected standard in reading, writing and maths.

Further to this our data shows:

In July 2016 71.2% of pupils achieved a good level of development at the end of EYFS. This represents excellent progress given our low on-entry data. Children achieved consistently in literacy and maths. All the children working towards a good level of development at the end of Reception made above expected progress over the year, and over half made exceptional progress which significantly narrowed the gap between their starting points at school and age-related expectations.

The proportion of pupils in Year 1 reaching the expected standard in the Year 1 phonics screening check was 88% against a figure of 70% local and unconfirmed figure of 60% nationally.

<p>Three areas the school has developed:</p> <ul style="list-style-type: none">• Improved attainment at the year 1 phonics check since 2014-15• Improved attainment and progress in writing at all points throughout the school• Tracking towards targets and pupil progress meetings have become more robust
<p>Three areas we would like to improve:</p> <ul style="list-style-type: none">• Improved outcomes at the end of KS2 in mathematics• Improved outcomes for children reading at greater depth in KS1• Sustaining good level of development in EYFS and sustaining successes in early reading through high scores in the year 1 phonics check.

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (since 2014-15)
Teaching and Learning:	<ul style="list-style-type: none">• Review and development of teaching and learning policy.• Termly pupil progress meetings ensure teachers are constantly reviewing teaching and learning;• Assistant Head Teachers are out of class to support each phase. This looks like in class support in each class for one morning a fortnight, support with planning, preparation and assessment. They also run perceptive interventions.• Teachers identify children who have not understood or need more consolidation with the learning of a skill or concept. This intervention is then targeted in the afternoons by teachers and TAs meaning children are keeping up.• Introduction of Maths No Problem in years 1,2 and 3; enabling development of a mastery of maths• Continued focus on feedback: Learners are given

	<p>time to reflect, rethink and act upon the feedback that they have been provided with. Teachers make excellent use of the feedback from the children to facilitate learning opportunities which deepen and extend thinking.</p> <ul style="list-style-type: none"> • Introduction of learning powers; they make mistakes and improve upon them. • Differentiation in lessons and our programme of interventions and individual support for vulnerable and under achieving pupils and extension • Interventions which are time limited • RWI training for teachers and TAs • Year group and phase group planning meetings • Differentiated and individual planning for children with high needs • Observation of learning communities • Support staff training often alongside teacher training. • Visualiser stops and mini plenaries are used to inform/ improve ongoing learning • Ongoing work about developing a growth mindset.
Admissions and Transfer:	<ul style="list-style-type: none"> • We are a fully inclusive school and follow LA guidance when admitting pupils ensuring there is no discrimination against a pupil with a protected characteristic; • Children are admitted through an admissions interview with their parents and the admissions officer who then welcomes them on their first day. • Parent/carers are assisted by the Family Support Worker if they request a transfer to another school. • Social stories and additional visits put into place for children with high needs • Staff translators, where possible, for new EAL parents • LA transition meetings for secondary students • Home visits for reception children. One before they start and are placed into a class and one from their class teacher and TA one they have started. • Asking leaving year 6 children to return and give feedback on the transition process to secondary school • Safeguarding records are passed on to a new school separately to the main documents via recorded delivery or in person.
Participation :	<ul style="list-style-type: none"> • Forest School- session for reception, year 1 and children with SEN. • More links created with the park and classes making more use of the park with support from Hamish.

	<ul style="list-style-type: none"> • Now part of Newham North Learning Partnership allowing links with other local schools, which has included an e safety event for year 6 pupils. • Part of Elmhurst teaching alliance allowing the pupils opportunities in: debating, maths bee, spelling bee, geography bee, speech writing and a poetry retreat (a residential visit for some disadvantaged pupils in year 5) • Parents/carers and ex pupils volunteer to work in the school and help us on educational visits; • Our free out of hours learning provision for pupils is very well attended and includes sport, craft, jewellery, and homework clubs; • Leadership opportunities and pupil voice through the school council, ecowarriors, play leaders, house captains and various subject leaders • Every Child a Musician and theatre goer • UPS teachers leading on the different strands of the Every Child Matters agenda (being healthy, staying safe, enjoying and achieving, making a positive contribution, economic well-being)
--	---

Analysis/comments:

<p>Three areas the school has developed:</p> <ul style="list-style-type: none"> • Maths No Problem and teaching and learning of mastery in maths. • Learning Powers • Appointment of an admissions officer
<p>Three areas we would like to improve:</p> <ul style="list-style-type: none"> • Continue to develop parent workshops across the year • Continue to improve precision of feedback from the children and feedback given to the children in order to improve teaching and learning • Ensure leadership opportunities for children are effective and valued.

Section 3. 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 feel they are being treated with dignity and respect.

Examples	Steps the school has taken
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> • Core values of care, confidence and creativity • Implementing buddy systems and welcome packs for mid-phase admissions.

	<ul style="list-style-type: none"> • School council • After school clubs • Friendship groups • Anti-bullying week activities • PSHE curriculum- Jigsaw • Part of HeadStart programme. Training around resilience for staff. • Bounceback programme to improve resilience for a selected group of year 5 and 6 children delivered by a youth practitioner. • HeadStart champions to be introduced enabling out of school activities to be shared with identified children. • Mentors for year 6 children. • Positive praise for children • Celebration of achievements through stars of the week and having lunch with the Head Teacher. • House system adding an extra sense of belonging • Developing a coaching culture with staff and a focus upon self improvement • Assistant Head teachers as a supporting role, supporting in class once a fortnight • Mindfulness lunchtime sessions run for staff and pupils by EYFS leader.
Pupil Voice:	<ul style="list-style-type: none"> • School council: children are voted in during September and have fortnightly meetings. At times, they need to collect ideas from their class and communicate ideas back to their classes. There is 1 child from each class in year 2-6. The school council vote to have a chairperson and secretary. • Time allocated in weekly phase assemblies for pupil voice- allowing the different groups a chance to speak to their peers. • School council involvement in anti-bullying policy, suggestions for after school clubs, etc. • Pupil questionnaires • Eco-warriors • Junior Traffic Ambassadors • House captains • Various children as subject leaders (e cadets handwriting champions, science leaders) • Children sharing words of the week and key messages over the tannoy system.
Positive Imagery:	We strive to provide resources which give positive images and challenge stereotypical images of gender or minority groups.
Community Links:	<ul style="list-style-type: none"> • Forest School • Links with West Ham Park • Newham North Learning Partnership • Theatre Train (delivering drama curriculum) • PTA funday • PTA cinema visit • Kidzania visit for all of KS2

	<ul style="list-style-type: none"> • John Lewis link at Christmas • Partnership with Kay Rowe nursery has included some stay and play sessions for parents of children under 4 • Claire Clinton, RE advisor, based at school, allowing many network meetings and Junior SACRE meetings being held in school • Art exhibition at Forest Gate library • Yoga letting in the building (including a session for staff) • Local illustrator/author and poet to come in to lead events • Use of local church • HeadStart champions to be introduced enabling out of school activities to be shared with identified children
Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> • Sharing Assemblies, • Word of the Week • Word of the week shared daily of the tannoy system • local RE syllabus. • Annual Visit a Place of Worship Week. Pupils take part in Junior SACRE debates on issues such as diversity and faith. • Language of the month • French themed day • Assemblies with a British Values theme happen weekly
Removing Barriers and Reasonable Adjustments:	<ul style="list-style-type: none"> • All children are encouraged and supported in order to participate fully in all areas of the curriculum. • mixed gender, race, and ability groupings • Children have learning partners which are random and changed weekly. • Culturally inclusive curriculum • Accessible toilet on the ground floor • Medical care plans • Risk assessments • targeted interventions (perceptive maths, speech and language, lexia, etc) • Differentiation • Some use of individual timetables for children with a high level of needs • Through the building work we are striving to remove physical barriers to the school including- • accessible toilet on each floor • lift access
Partnerships with Parents:	<ul style="list-style-type: none"> • An active Parent Teacher Association that has organised successful community events(fun day, international food day) and bought and wrapped a book for every child at Christmas. • Curriculum meetings • Parent consultation meetings • Introduction of coffee afternoons • Parent volunteers on trips • Development and updating of school website • Introduction of texting • Emailing newsletter to parents (weekly) and a

	<p>paper copy available to those who want it</p> <ul style="list-style-type: none"> • Increased email communication • Sharing assemblies. • Updated the website • Life channel screen put into reception and into the playground. • Year 1 parents coming in to read with children first thing in the morning • Partnership with parents has developed significantly in reception- including the introduction of triple p parenting classes, a multitude of parent workshops (speech and language, RWI, play) and a welcome area for parents to view up to date information about their child's learning. • Partnership with Kay Rowe nursery has included some stay and play sessions for parents of children under 4.
--	--

Analysis/comments:

<p>Three areas school has developed:</p> <ul style="list-style-type: none"> • Improving physical access around the school (to be completed) • Updated the website and introduced the 'Life channel' screen in the playground • Improving communication with parents via email
<p>Three areas we would like to improve:</p> <ul style="list-style-type: none"> • To continue to update the website to be a source of information • To encourage a greater number of parents to come to the coffee afternoons and workshops • To explore ways to invite parents in to more lessons and to see more learning 'in action' across all year groups

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the school has taken
Exclusions Data:	Children and staff have very good understanding of procedures, including exclusion strategies. Our exclusion rate is very low with no patterns for different groups of pupils evident. In 2015-16 there were no permanent exclusions. There have been no fixed term or permanent exclusion since AT LEAST 2012.
Victimisation and Discrimination:	We do not tolerate any form of victimisation or discrimination and act immediately. The children feel confident to report incidents and know they will get support and issues will be resolved and monitored.

Monitoring of incidents:	<ul style="list-style-type: none"> • We have records of racist incidents. • The number of racist incidents is reported to the governors termly. • Persistent or serious negative behaviour, including bullying, is reported to the assistant head teacher and this is recorded in the behaviour folder as per the policy. • Behaviour folders are monitored by all of the assistant head teachers either termly or biannually. This is to look for patterns in behaviour or children who may need further support. • Incidents of physical restraint are recorded.
Anti-Bullying and Harassment:	<ul style="list-style-type: none"> • We are committed to equality with an awareness of valuing the diversity of our fully inclusive school. This is reflected in our curriculum and the constructive relationships within the school. • The anti-bullying policy is reviewed annually. • E-safety workshops have been held for parents, which have included elements on cyber bullying. <p>Information has then followed in the newsletter and on the website.</p>

Analysis/comments:

<p>Three areas school has developed:</p> <ul style="list-style-type: none"> • Behaviour and Anti- Bullying Policies that have very clear procedures and strategies; • Staff continue to have high expectations and are consistent in their approach; • Children show a willingness to co-operate, are polite and are aware of the impact of their behaviour on others.
<p>Three areas we would like to improve:</p> <ul style="list-style-type: none"> • To make sure parents/carers understand our Behaviour and Anti-Bullying Policies; • To strive to educate all about discrimination; • To ensure during the application process names are removed in order to anonymise and avoid any discrimination during the shortlisting process. The school office will need to do this.

Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

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

Examples	Steps the school has taken
School Council/Pupil voice:	<ul style="list-style-type: none"> *Involved in reviewing the anti-bullying policy *Involved in development of the school vision (and getting views from children in KS2)

Parents/Carers/Guardians:	Involved in development of school vision
Staff:	All staff given information and opportunity to contribute. Involved in development of school vision
Local community:	Opportunities for input for all who work in partnership with the school.
Governors:	Pupil, Planning and Parental Involvement Committee involved in developing policies.
Satisfaction with our service:	Information in the school newsletter and website about how to contact the school.

Workforce –Staffing and Training

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

Area of focus	Significant information that we can address for the following year
Promoting opportunity	To increase understanding of equality and its implications, and in this way reduce or remove inequalities in the school, particularly inequalities relating to protected characteristics.
Fostering good relations	Making sure all staff know their responsibilities in fostering good relations between groups, and actively promote equality and cohesion in the community.
Prohibiting harassment	To being able to recognise and tackle bias and stereotyping. To take appropriate action in cases of harassment and discrimination.

This information was ratified by governors
Our school information will be reviewed in autumn 2018.

Signed _____ Chair of Governors

The aims need to be updated every 4 years and are due to be updated in 2021

Park Primary School Equality Objectives: 1. Advance Equality of Opportunity Between People

Date: January 2017

			Equality Strand (protected characteristic)									
Objective	Current situation	Result of objective	Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Transgender	Lead Person:	Links school policy or School Improvement Plan	Actioned by: (date)
To improve attendance and punctuality	Attendance officer in post Daily monitoring of attendance and punctuality including text messages. Weekly analysis of data. Attendance surgeries held with parents invited in.	Improvement in attendance. Target of 96% attendance achieved % of Persistent absentees reduced	x	x	x					DHT and Attendance Officer		
To improve the range of services we provide for families	Breakfast Club. After School/ Lunchtime clubs. Parenting classes offered in reception Workshops and information sessions happening in reception	Children have opportunities to attend clubs. Parenting classes across the school Different workshops, activities and information sessions to engage	x	x	x					HT DHT Clubs co-ordinator Family Support Worker		

To further improve the use of assessment data to track pupils progress in line with the new curriculum	Data entered on Pupil Tracker. Pupil progress meetings	Data used to track progress of groups as well as individuals	X	X	X							
To moderate assessment judgements to ensure they are robust	Moderation of books in phase meetings. Inter-school monitoring of writing within the Newham North Learning Partnership	Staff are confident their judgments of end of year expectations are the same as their colleagues.										

<p>To regular identify underperforming groups and target relevant intervention to narrow any gaps</p>	<p>Perceptive intervention in classes/ year groups where children are targeted on the day if they need more consolidation in order to 'keep up'.</p> <p>Pupil progress meetings identifying groups of pupils</p> <p>Inclusion meeting identify children with specific needs to target intervention.</p>	<p>Groups across the school are identified to see if any trends are occurring.</p> <p>Relevant and evidence based intervention in place leading to improved outcomes for groups of children.</p>									
<p>To improve the systems for recording early help</p>	<p>Early help has been happening and is beginning to be recorded more systematically.</p>	<p>Systematic recording of early help, with parents engaging in the process. The paperwork should reflect the actions being undertaken.</p> <p>This would lead to improvements in individuals' circumstances ideally leading to improvement in learning or social areas of identified children.</p>	X	X	X				<p>Family support worker</p> <p>Safeguarding team</p>		

To improve the attainment and progress of Indian pupils	2015-16 poor attainment and progress at KS2 In 2015-16 cohort there didn't seem to be any other factors similar between the pupils. 2016-17 internal data indicates progress in reading in years 4, 5 and 6 of Indian pupils is less than that of peers.	Progress and attainment of Indian pupils improved to be in line with peers. Ensure there are no other factors (co-morbidity) impacting on this progress which would need to be addressed.			X					SLT Class teachers		
---	--	---	--	--	---	--	--	--	--	---------------------------	--	--

Equality Objectives: 2. Foster Good Relations Between People												
Date: January 2017												
			Equality Strand (protected characteristic)									
Objective	Current situation	Result of objective	Disability	Gender	Race/Ethnicity	Religion / Belief	Pregnancy/Maternity	Sexual Orientation	Transgender	Lead Person :	Links school policy or School Improvement Plan	Actioned by (date)

Continue to extend the pupils Spiritual, Moral, Social and Cultural development	We deliver the locally revised RE syllabus and invite local people from a range of religious/cultural backgrounds to work with pupils. Word of the Week established Faith in schools work with every year group.	Increased knowledge of different religions, beliefs and cultures	x	x	x	x				HT DHT RE Subject leader	RE Policy. SMSC Policy	
To continue to extend our links with the local community and other schools	PTA established. Links with the park. Part of NNLP Part of Elmhurst teaching alliance	PTA to extend membership. More opportunities for inter-school work for children within the NNLP Continued staff development with teaching alliance and NNLP.	x	x	x	x				HT DHT Family Support Worker		

To increase parental engagement	Parent consultation well attended Parents attending curriculum meetings for all year groups A variety of parent workshops held in reception-including triple p and speech and language.	Increase of parent workshops across all year groups Parents invited in to see learning 'in action' to become further engaged with how their child learns.	x	x	x	x				SLT Subject Leader Family supporter		
---------------------------------	---	--	---	---	---	---	--	--	--	---	--	--

To improve the systems for recording early help	Early help has been happening and is beginning to be recorded more systematically	<p>Systematic recording of early help, with parents engaging in the process. The paperwork should reflect the actions being undertaken.</p> <p>This would lead to improvements in individuals' circumstances ideally leading to improvement in learning or social areas of identified children.</p>							Family support worker	Safeguarding team	
Continue to develop and keep up to date the school website	Website updated with newsletter and key dates	Further links to learning Children accessing Explore possibility of homework being linked to the website									

Implement and embed strategies and work from Newham's HeadStart programme	Bounceback programme in place Headstart champions about to be identified Staff and pupil audit completed Training given to staff	Vulnerable/ disadvantaged pupils identified across the school. Systems in place to support their resilience and emotional wellbeing	X	X	X	X		X	X	AHT fir inclusion Heads tart programme		
Implementation of talking to writing (philosophy for children and debate) based session throughout the school.	Sessions taught since Sep 2016 fortnightly during CAT day.	Children exploring issues of their own direction Children confident to challenge each other's beliefs in a respectful manner.	X	X	X	X		X	X	Philop osy lead CAT day tecah ers		
Embed British Values	Values discussed during assembly Values shared on the tannoy during collective worship	Children and staff are able to explain what British values are and how we exemplify them at Park.	X	X	X	X	X	X	X	SLT		

Equality Objectives: 3. Eliminate Unlawful Discrimination, Harassment and Victimisation

Date: January 2017

Objective	Current situation	Result of objective	Equality Strand (protected characteristic)							Lead Person:	Links school policy or School Improvement Plan	Actioned by (date)
			Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Transgender			
To continue to monitor incidents of discrimination, harassment and victimization	Racist Incident Book established Behaviour policy and behaviour folders established Termly/ bi-annual monitoring of folders	To record and analyse all incidents in order to eliminate re-occurrence	x	x	x	x				DHT Inclusion Manager	Behaviour Policy and Anti-Bullying policy	
To ensure parents/carers understand our Behaviour Policy and Anti-Bullying Policy	Behaviour Policy and Anti-Bullying Policy understood by staff and pupils	Parent/carers understand Policies and support the school in eliminating discrimination, harassment and victimization	x	x	x	x				HT DHT Inclusion Manager	Behaviour Policy and Anti-Bullying policy	

To reduce prejudice and increase understanding of equality through the curriculum	Included in policies. PHSCE and Circle Time	To ensure policies have clear guidance on reducing prejudice and increasing understanding	x	x	x	x				HT DHT PHSCE subject leader	Curriculum Policies	
To ensure pupils feel safe in school	Questionnaires indicate pupils feel safe. Headstart pupil audit indicates children feel safe, although safe spaces in the playground is an area for development. Different lunch times for Reception & Key Stage 1 and 2. Playground games and peer support during lunch times	Systems in place to ensure all pupils feel safe throughout the school day Ensure there are safe spaces for children within the classroom and at playtime/lunchtime (possibly in the playground)	x	x	x					HT DHT	PHSCE Policy	

Ensure staff and aware and act on their safeguarding responsibilities. Ensuring they maintain a 'it could happen here approach'.	Annual 'in depth' safeguarding training Half termly safeguarding training with different focuses Weekly safeguarding quiz Monthly safeguarding bulletin sent to staff and governors Introduction of safeguard software for staff to log concerns	All staff are confident of their responsibilities and report concerns to the safeguarding team (or police or chair of governors if appropriate) Safeguard software provides a log of concerns as needed.	X	X	X						Safeguarding team ALL staff		
New building in line with building regulations and anti-discrimination law.			X	X									
Embed British Values	Values discussed during assembly Values shared on the tannoy during collective worship	Children and staff are able to explain what British values are and how we exemplify them at Park.	X	X	X	X	X	X	X		SLT Class teacher TAs		
Implementation of Jigsaw curriculum.	PHSE happening fortnightly Jigsaw curriculum advised to be used										PHSE leader SLT		

Investigate best practice for supporting transgender pupils	This has been discussed while compiling this document. No one has been on any training	To have identified best practice and be implementing strategies to support transgender pupils							X	AHT for inclusion		
---	--	---	--	--	--	--	--	--	---	-------------------	--	--