Public Sector Equality Duty at Park Primary School- 2022

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 to publish:
- 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 Victoria Loughran (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 Mrs Loughran. 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 January 2022

		Park Primary School-		National Data (2022) - not yet available
		Number	%	%
Number on Roll		645		
Gender	Girls	333	51.60%	
	Boys	312	48.30%	
	Bangladeshi	177	27.7%	
	Indian	98	15.4%	
	White Eastern European	66	10.3%	
	Pakistani	49	7.7%	
	White British	55	8.6%	

	Any other mixed	45	7.1%	
	Other ethnic group	9	1.4%	
	Other Asian	18	2.8%	
	Other Black African	24	3.8%	
	Black Caribbean	6	0.9%	
	Black Nigerian	7	1.1%	
	Other Black Background	12	1.9%	
	Black Somali	12	1.9%	
	Latin/South/Central American	7	1.1%	
	Chinese	2	0.3%	
	Arab (other)	7	1.1%	
	Afghan	5	0.8%	
	Vietnamese	3	0.5%	
	Iranian	4	0.6%	
	Romanian			
	Turkish/Turkish Cypriot	3	0.5%	
	White and Asian	3	0.5%	
	White and Black African	5	0.8%	
	White and Black Caribbean	4	0.6%	
	White Irish	1	0.2%	
	White other	6	0.9%	
	Info not yet obtained	8	1.3%	
Free School Meal Eligibility	Not Eligible	487	75.5%	
	Eligible	158	24.5%	
Pupil premium				
Religion/Belief	Buddhist/Taoist	5	0.7%	-
	Christian	113	16.4%	
	Hindu	18	2.6%	

	Muslim	302	43.8%	
	Sikh	20	2.9%	
	Other	12	1.7%	
	Refused	6	0.9%	
	No Religion	51	7.4%	
	Not collected	0	0.0%	
Special Educational Need	No Special Educational Needs	563	81.7%	
	SEN support	68	9.9%	
	EHCP/ HNF	14	2.0%	
Profile of Need (% based on total number of pupils on SEN support & EHCP)	Autistic Spectrum Disorder	34	41.5%	
	SEMH	9	11.0%	
	Hearing Impairment	1	1.2%	
	Moderate Learning Difficulty	8	9.8%	
	Visual Impairment	0	0.0%	
	Multisensory Impairment	0	0.0%	
	Physical Disability	1	1.2%	
	Profound & Multiple Learning Difficulty	0	0.0%	
	Speech Language & Communication Need	20	24.4%	
	Specific Learning Difficulty	2	2.4%	
	Severe Learning Difficulty	0	0.0%	
	Other Difficulty/Disability	1	1.2%	
	No specialist assessment	6	7.3%	

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;
- 80 % of children are from an ethnic minority. **National figure unavailable at present**
- We have 645 pupils on roll.
- The majority of pupils come from the local area. Housing consists of rented houses and flats, temporary accommodation, housing association and owner occupied houses; much of housing is over-crowded.
- Bangladeshi, Pakistani, Eastern European, Indian and white British are the main ethnic groups;
- 56% of children do not have English as their first language.
- 12% of pupils are identified as having special educational needs.
- The largest religious group is Muslim.
- Largest proportion of SEN are ASD and SLCN. Some of the SLCN pupils are awaiting an ASD diagnosis.

Comparisons to National data:

Unavailable

Analysis/comments:

Things we do well:

* fall in persistent absentees

* parent surgeries impacting on attendance

* daily monitoring of attendance of vulnerable pupils

Things we would like to improve:

We would like to improve our overall attendance figures for the school by:
* target attendance of Pakistani children
* intervene earlier with falling attendance with school meetings pre attendance surgeries
* target punctuality on a broader scale, intervening before punctuality is persistently poor

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.

Further Comment: (Last SATs results available)
At KS2 school was above national and local for % of children achieving the expected standard (80 school, 76 local, 64 national)
At KS2 school was below local but above national for chn achieving higher standard (school 11, local 13, 10 national)
At KS2 disadvantaged chn combined scores at expected are higher than national non disadvantaged (school 77, national non 70)
At KS2 scaled score for reading lower than national non disadvantaged (104.8, 106.1)
At KS2 many pupil groups significantly above national, no groups significantly below.
At KS2 maths disadvantaged higher than national non (106.3,105.4)
At KS1 higher standard in reading writing and maths above national and local
AT KS1 expected standard is above national but below local in reading, writing and maths.
Phonics check below national and local (school 76, local 88, national 83)
EYFS GLD below local and national (school 67, local 76, national 72)
Science attainment at KS2 has fallen from 88% to 77%

Areas the school has developed:
- In top 3% of schools nationally for combined progress at expected level for all pupils   17/18 KS2 cohort Indian chn were +3.7 average scaled points for pupil progress (they have been a previously targeted group)
Areas we would like to improve: - Investigate achievement of black african children across the school to see if a trend for this cohort or school wide issue   - To increase the number of children working at greater depth across all groups   - To improve the attainment in science across all groups

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken
Teaching and Learning:	● 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. ● EYFS leader is now part of SLT and has 2 days to support. ● 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. Implementation of Maths No Problem in years 1-5; enabling development of a mastery of maths. MNP champions are given weekly release time to support teaching and learning. ● Continued focus on feedback: Learners are given 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. ● Continued focus on learning powers; they make mistakes and improve upon them. ● Differentiation in lessons and our programme of interventions and individual support for vulnerable and underachieving 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. ● Embedding the learning journey in English ● Curriculum is developing skills based progression documents to support teachers in planning challenging learning.

Admissions and Transfer:	• 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 :	• Forest School- session for reception, year, children with SEN and a nurture group. • More links created with the park and classes making more use of the park with support from Hamish (the park's education officer). • 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, headstart champions 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:

Three areas the school has developed:

- Development of a broad English curriculum encompassing English, Reading, Grammar, RWI, Thinking through Texts and Drama.
- Learning Powers
- Development of the wider curriculum
- Pastoral Support

Three areas we would like to improve:

- Improved support for mid-phase admissions
- 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:	- Core values of care, confidence and creativity - 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 are an established group who are beginning to lead on the development of an area to improve pupil wellbeing

	● 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 ● Wellbeing Dogs ● Wellbeing programme for staff
Pupil Voice:	● School council: children are voted in during September and have regular 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. ● Trialling of pupil forums as part of phase monitoring of teaching ● HeadStart champions are an established group who are beginning to lead on the development of an area to improve pupil wellbeing ● Year 5 Podcast
Positive Imagery:	We strive to provide resources which give positive images and challenge stereotypical images of gender or minority groups.
Community Links:	● 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 • 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
Cultural ideas, Religion and Belief	• Sharing Assemblies, • Word of the Week • Word of the week and British values shared on 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 • Achievement assemblies link to different religious festivals and key dates • Current affairs assemblies weekly linked to British values
Removing Barriers and Reasonable Adjustments:	• 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 • 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 • Removal of hand dryer from accessible toilet on ground floor

	● lift access ● Accessibility Plan
Partnerships with Parents:	● 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 paper copy available to those who want it ● 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:

Three areas school has developed: ● Increased the number of parent information sessions, workshops and coffee sessions ● Improving physical access around the school ● Improving communication with parents via email
Three areas we would like to improve: ● To develop the use of google classroom

- To encourage a greater number of parents to come to the coffee afternoons and workshops and to see more learning 'in action' across all year groups
- To improve support for mid phase admissions

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the school has taken
Exclusions Data:	Children and staff have a very good understanding of procedures, including exclusion strategies. Our exclusion rate is very low with no patterns for different groups of pupils evident. Since 2018 there have been 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:	- We have records of racist incidents. We have records of homophobic, biphobic, transphobic 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 log. - Behaviour logs 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:	- 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. Information has then followed in the newsletter and on the website. - Headstart Champions are developing an action plan to improve pupil wellbeing in regards to peer on peer negative judgement and bullying. - HeadStart champions attended a conference with other schools in Newham.

Analysis/comments:

Three areas school has developed:
- 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 cooperate, are polite and are aware of the impact of their behaviour on others.
Areas we would like to improve: - 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.   - To further monitor bullying behaviour and other discriminatory incidents.

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:	*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 we be reviewed in Spring 2023

Signed   _____   Chair of Governors

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

Date: July 2017- 2022

Objective	Current situation	Result of objective	Equality Strand (protected characteristic)							Lead Person:	Links school policy or School Improvement Plan	Actioned by: (date)
			Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Transgender			

Objective	Action	Success criteria								Responsibility		Notes
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			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		Feb 2019 Simply Out school to offer before school and after school clubs Spring 17 Triple P offered onsite to EYFS parents Jan 19 EPEC parenting course info shared with year 5 and 6 parents Nov 18 New FSW appointed
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							Sep 17 New assessment lead appointed Data hub created SEp 2017 for tracking individuals
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.										Jan 2019 NNLP moderation continues
To regular identify underperforming groups and target relevant intervention to narrow a y gaps	Perceptive intervention in classes/ year groups where children are targeted on the day if they need more consolidation in order to 'keep up'. Pupil progress meetings identifying groups of pupils Inclusion meeting identify children with specific needs to target intervention.	Groups across the school are identified to see if any trends are occurring. Relevant and evidence based intervention in place leading to improved outcomes for groups of children.										2017-18 new provision map introduced to

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)
To improve the systems for recording early help	Early help has been happening and is beginning to be recorded more systematically.	Systematic recording of early help, with parents engaging in the process. The paperwork should reflect the actions being undertaken. This would lead to improvements in individuals' circumstances ideally leading to improvement in learning or social areas of identified children.	X	X	X	X		X	X	Family support worker Safeguarding team		Autumn 2018 new Family Support Worker appointed
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		2017-18 Year 6 data showed an increase of 3.7 scaled points to an average of 105. This was based on 13 pupils. (Although an increase, this was lower than other large ethnic groups; white 106.0 and Bangladeshi 106.4)

Equality Objectives: 2. Foster Good Relations Between People

Date: January 2017- 2021

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			

Objective	Current situation	Success criteria								Responsibility	Policy	Notes
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		Jan 19 Regular coffee mornings started
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	X	X	X	SLT Subject Leader Family suppose worker		2018-19 RWI workshops and maths workshops to invite parents in to see learning
To improve the systems for recording early help	Early help has been happening and is beginning to be recorded more systematically.	Systematic recording of early help, with parents engaging in the process. The paperwork should								Family suppose worker Safeguarding team		Autumn 2018 new Family Support Worker appointed

Action	Current situation	Success criteria									Lead		Evaluation
		reflect the actions being undertaken. This would lead to improvements in individuals' circumstances ideally leading to improvement in learning or social areas of identified children.											
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											Autumn 2018 Google classroom introduced to KS2
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 Headstart programme		Autumn 2018 KS2 inclusion meetings asked about vulnerable pupils
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		Philosophy lead CAT day teachers		2018-19 Thinking through texts is part of CAT day provision
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 2017-2023

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	X	X	X	DHT Inclusion Manager	Behaviour Policy and Anti-Bullying policy	Autumn 2018 system moved onto Google Drive Summer 2018 Homophobic, biphobic and transphobic reporting system introduced.
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			X	X	HT DHT Inclusion Manager	Behaviour Policy and Anti-Bullying policy	HeadStart Champions Summer 18- Spring 19 and beyond developing work and actions around peer judgement and bullying.

Objective	Current situation	Success criteria								Responsibility	Policy	Notes
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		X	X	HT DHT PHSCE subject leader	Curriculum Policies	Thinking through texts including a variety of texts to challenge prejudice Sep 18 PHSCE lead as part of HeadStart Working Group.
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 | X | | X | X | HT DHT | PHSCE Policy | |
| Ensure staff are 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		AHT attended stonewall training on homophobic, biphobic and transphobic bullying April 2018