



# SCOTT WILKIE PRIMARY EQUALITIES SCHEDULE 2016

Compiled by K edge  
Updated 2016  
Agreed by Governors

## **2016 Public Sector Equality Duty at Scott Wilkie Primary School**

Welcome to Equalities at Scott Wilkie Primary School. You will find here information about how our 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 must be taken into account. People identified in the following groups are considered to have a protected characteristic.

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

There are also two other protected characteristics for which 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**

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 school improvement plans, evaluations and student data – we intend to use the information to improve education for all groups in the school. We want to make 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 we are doing well for all our students. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will find also published here.

This 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 Jo Edwards (SENCO).

You will find all the information on the school website. It is called Equalities.

The person you need to contact if you are interested in helping us with our equalities or you can see something that can be improved is Hannah

We would like to hear from you.

Keri Edge  
Headteacher

## 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

		Scott Wilkie %	National%
Gender	Girls	47.4%	49%
	Boys	52.6%	51%
Ethnicity	White British	17.2%	70.4%
	Any other White	18.9%	5.1%
	Gypsy Roma/ Irish Traveller/ Other	0.0%	0.3%
	Black - Caribbean Heritage	2.7%	1.3%
	Black- African Heritage	18.6%	3.5%
	Black - Other	11.1%	0.7%
	Asian - Indian	1.0%	2.7%
	Asian - Pakistani	3.0%	4.1%
	Asian - Bangladeshi	12.2%	1.7%
	Asian - Any Other Asian Background	1.0%	1.6%
	Chinese	1.0%	0.4%
	Any other minority ethnic group	7.8%	1.6%
Free School Meal Eligibility	Not Eligible	42.7	74.0%
	Eligible	57.3%	26.0%
Religion/Belief	Our two main religions are Christianity and Islam.		
Special Educational Need	No Special Educational Needs		
	SEN support	4.9%	13.0%
	Statemented	0.05%	1.4%
Profile of Need (% based on total number of pupils with Primary Needs)	Specific Learning Difficulty	0	
	Moderate Learning Difficulty	4	
	Severe Learning Difficulty	1	
	Profound & Multiple Learning Difficulty	0	
	Social Emotional & Mental Health	2	
	Speech Language & Communication Need	1	
	Hearing Impairment	1	
	Visual Impairment	0	
	Multi –sensory impairment	0	
	Physical impairment	0	
	Autistic Spectrum Disorder	8	
	SEN support but no Specialist Assessment of type of need	0	
Other Difficulty/Disability(medical needs)	2		

**Analysis/Comments:****Analysis of the school population:**

Our School is mainly made up of Other White 18.9%, Black- African Heritage 18.6% and White British 17.2%.

Our school mobility is 26%.

**Comparison to National data**

National mobility is 14.1%

**Attendance 2014-15:**

	Scott wilkie	National
Persistent absentees	5.4%	2.7%
Persistent absentees (boys)	4.6%	2.9%
Persistent absentees (girls)	6.2%	2.6%
Overall Attendance	95.6%	96%

**Analysis/Comments:****Comment:**

Attendance has been improving over time:

2011-12=93.1%

2012-13 = 94.3%

2013-14 = 95%

2014-15 = 95.6%

2015-16 target = 96%

Attendance for all children, including Nursery pupils, is monitored on a daily basis. We operate a policy of first day phone calls. This involves the attendance officer phoning home to ascertain why the child is off school (see Attendance Policy). The attendance officer conducts home visits where necessary. The Attendance officer investigates if a child's attendance falls below 90% and a letter is sent to the parent/carer to highlight the school's concern. Parent/carer is asked to provide medical evidence for absences. If the matter is not resolved, then the parent is invited into school so that we can work with the parent to address the issue. If necessary, the parent may require support in order to ensure that their child attends school. Referrals to external agencies may need to be made in order to support the family, such Families First.

**Development:**

To continue to improve our overall attendance to 96% in particular through targeting persistent absentees.

## Section 2. Advance Equality of Opportunity Between those who share a protected characteristic and those who do not

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.

### **EYFS**

#### **Setting / LA / National Summary End of Reception Year / 2015**

End of Reception Year / 2015									
Scott Wilkie Primary School									
Area of Learning	% of pupils at 'expected' level or above								
	Setting			LA			National		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Personal, Social and Emotional Development	81.8	71.4	91.3	84.5	79.5	89.6	81	75	87
Physical Development	88.6	81.0	95.7	87.7	84.0	91.5	86	80	91
Communication and Language	84.1	76.2	91.3	79.6	74.4	84.9	77	71	83
<b>Prime Areas Summary:</b>	<b>77.3</b>	<b>66.7</b>	<b>87.0</b>	<b>76.8</b>	<b>70.7</b>	<b>83.1</b>	-	-	-
Literacy	68.2	57.1	78.3	72.6	67.1	78.2	66	59	74
Mathematics	68.2	57.1	78.3	76.6	73.2	80.1	72	68	77
Understanding the World	84.1	81.0	87.0	80.4	76.5	84.4	80	76	84
Expressive Arts and Design	88.6	81.0	95.7	83.8	78.1	89.6	83	76	90
<b>Specific Areas Summary:</b>	<b>65.9</b>	<b>52.4</b>	<b>78.3</b>	<b>67.0</b>	<b>60.6</b>	<b>73.5</b>	-	-	-
<b>All Areas of Learning Summary:</b>	<b>63.6</b>	<b>47.6</b>	<b>78.3</b>	<b>65.8</b>	<b>59.1</b>	<b>72.6</b>	-	-	-
<b>Good Level of Development</b>	<b>63.6</b>	<b>47.6</b>	<b>78.3</b>	<b>69.1</b>	<b>63.1</b>	<b>75.3</b>	<b>60</b>	<b>52</b>	<b>69</b>

#### **Analysis/comments:**

##### **EYFS**

Gender gap in Reception is 30.7% national gap = 17%

Boys are underperforming compared to girls in Good Level of Development.

(See School Improvement Plan – School Self Evaluation and Reports to Governors.)

##### **EYFS**

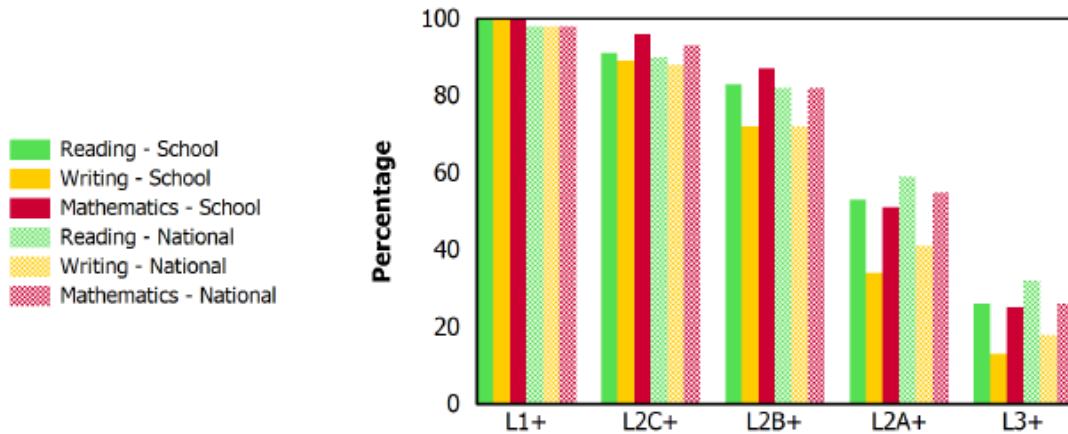
To reduce the gap between boys and girls GLD by ensuring boys GLD is aligned to the national figure.

To raise the attainment of speaking at the end of nursery

84% of reception to be on green+ RWI at the end of reception

## Attainment at KS1

Percentage of pupils attaining each level in reading, writing and mathematics, cumulative distribution



		A/D	<L1	L1+	L2C+	L2B+	L2A+	L3+
Reading	Entries	0	0	53	48	44	28	14
	School	0	0	100	91	83	53	26
	National	0	2	98	90	82	59	32
	Difference	0	-2	2	0	1	-6	-6
	Significance	-	-	-				
Writing	Entries	0	0	53	47	38	18	7
	School	0	0	100	89	72	34	13
	National	0	2	98	88	72	41	18
	Difference	0	-2	2	1	0	-7	-4
	Significance	-	-	-				
Mathematics	Entries	0	0	53	51	46	27	13
	School	0	0	100	96	87	51	25
	National	0	1	98	93	82	55	26
	Difference	0	-1	2	3	5	-4	-1
	Significance	-	-	-	-			

**Targets:** Continue to raise the attainment of the more able particularly in maths.

**Analysis/Comments:**

**Comments:**

Expected attainment at the end of KS1 (L2B+) is at or above national results. L2A+/3 is below national.

**Development:**

Continue to raise the attainment of the more able.

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
<b>All Pupils</b>	53	16.1	16.1	53	16.4	16.6	53	15.2	15.3	53	16.6	16.4
<b>Gender</b>												
Male	25	15.3	15.7	25	15.5	16.1	25	14.4	14.6	25	16.1	16.4
Female	28	16.7	16.6	28	17.2	17.2	28	15.9	16.1	28	17.0	16.5
<b>Free School Meals*</b>												
FSM	32	15.8	14.8	32	16.2	15.2	32	15.1	14.0	32	16.1	15.2
Non FSM	21	16.5	16.6	21	16.7	17.1	21	15.3	15.8	21	17.4	16.8
<b>Children Looked After</b>												
CLA	0	-	13.3	0	-	13.8	0	-	12.5	0	-	13.7
Not CLA	53	16.1	16.1	53	16.4	16.6	53	15.2	15.4	53	16.6	16.4
<b>Disadvantaged pupils</b>												
Disadvantaged pupils	32	15.8	14.8	32	16.2	15.2	32	15.1	14.0	32	16.1	15.1
Other pupils	21	16.5	16.6	21	16.7	17.1	21	15.3	15.8	21	17.4	16.9
<b>English as a First Language</b>												
English or believed to be English	18	15.8	16.2	18	16.2	16.8	18	15.1	15.5	18	16.1	16.5
Other than English or believed to be other	34	16.4	15.7	34	16.7	16.0	34	15.4	15.0	34	16.9	16.1
Unclassified	1	10.3	12.4	1	9.0	12.4	1	9.0	11.5	1	13.0	13.3
<b>Special Educational Needs</b>												
No SEN	51	16.3	16.9	51	16.7	17.4	51	15.4	16.1	51	16.9	17.1
SEN support	2	9.0	12.5	2	9.0	12.8	2	9.0	11.6	2	9.0	13.2
SEN with statement or EHC plan	0	-	7.6	0	-	7.8	0	-	6.9	0	-	8.0
<b>Ethnicity Group</b>												
<b>White</b>												
British	12	15.2	16.2	12	15.3	16.8	12	14.5	15.4	12	15.8	16.5
Irish	0	-	16.4	0	-	17.0	0	-	15.5	0	-	16.7
Traveller of Irish Heritage	0	-	12.1	0	-	12.1	0	-	11.1	0	-	13.0
Gypsy/Roma	0	-	11.3	0	-	11.2	0	-	10.5	0	-	12.1

### Analysis/Comments:

#### Comments:

No disadvantage issues arose at the end of KS1 in 2015 – above national average. Attainment of White British at the end of KS1 is below national.

#### Action:

To ensure effective intervention is used to raise the attainment of the White British. To continue to monitor groups to ensure children are reaching expected levels and making good progress.



## KS2 Progress & Attainment

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

**Table 4.3.1: Percentage of pupils attaining or surpassing each level at Key Stage 2 by Subject - 2014 (KS2.3)**

		A/T	<L3	L3+	L4+	L4B+	L5+	L6
<b>Mathematics</b>	Entries	0	6	49	46	42	25	3
	School%	0	11	89	84	76	45	5
	National%	0	4	96	86	76	42	9
	Difference%	0	7	-7	-2	0	4	-3
	Significance	-	-	-				-
<b>Reading</b>	Entries	0	5	50	49	43	23	0
	School%	0	9	91	89	78	42	0
	National%	0	5	95	89	78	49	0
	Difference%	0	4	-4	0	0	-8	0
	Significance	-	-	-				-
<b>Writing (TA)</b> (Writing TA is reported as a level)	Entries	0	3	51	45	-	12	0
	School%	0	6	94	83	-	22	0
	National%	0	4	96	85	-	33	2
	Difference%	0	2	-2	-2	-	-11	-2
	Significance	-	-	-				-
<b>English Grammar, Punctuation and Spelling (EGPS)</b>	Entries	0	5	50	45	40	30	3
	School%	0	9	91	82	73	55	5
	National%	0	6	94	76	68	52	4
	Difference%	0	4	-3	6	5	2	2
	Significance	-	-	-				-

**Table 4.3.6: Attainment, Average Points Score at Key Stage 2 : Overall and by Subject by Pupil Groups - 2015 (KS2.2A)**

	Mathematics, Reading and Writing (TA)			Mathematics			Reading			Writing (TA)			English Grammar, Punctuation & Spelling		
	School		National	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
<b>All Pupils</b>	46	28.0	28.8	46	28.6	29.0	46	28.3	29.0	46	26.7	28.2	46	29.1	29.1
<b>Gender</b>															
Male	32	28.0	28.6	32	28.9	29.3	32	27.8	28.5	32	26.4	27.3	32	29.3	28.4
Female	14	28.2	29.0	14	27.9	28.7	14	29.6	29.4	14	27.4	29.0	14	28.7	29.8
<b>Free School Meals*</b>															
FSM	25	27.9	27.2	25	28.0	27.3	25	28.4	27.6	25	27.2	26.6	25	29.6	27.5
Non FSM	21	28.2	29.5	21	29.4	29.8	21	28.2	29.6	21	26.1	28.8	21	28.5	29.8
<b>Children Looked After</b>															
CLA	0	-	25.0	0	-	25.1	0	-	25.8	0	-	24.0	0	-	25.0
Not CLA	46	28.0	28.8	46	28.6	29.0	46	28.3	29.0	46	26.7	28.2	46	29.1	29.1
<b>Disadvantaged pupils</b>															
Disadvantaged pupils	25	27.9	27.2	25	28.0	27.3	25	28.4	27.6	25	27.2	26.6	25	29.6	27.5
Other pupils	21	28.2	29.5	21	29.4	29.8	21	28.2	29.6	21	26.1	28.9	21	28.5	29.9
<b>Prior Attainment</b>															
Low	8	25.7	23.2	8	27.0	23.5	8	24.4	23.7	8	24.0	22.4	8	26.1	22.3
Middle	22	29.1	28.9	22	29.2	28.9	22	29.7	29.3	22	28.4	28.4	22	31.4	29.5
High	5	34.2	33.0	5	35.4	33.6	5	33.0	32.4	5	33.0	32.4	5	35.4	33.5
<b>Non-mobile pupils</b>															
Pupils on roll throughout years 5 and 6	39	28.9	29.0	39	29.5	29.2	39	29.1	29.2	39	27.8	28.4	39	30.3	29.3
<b>White</b>															
British	10	27.6	28.9	10	28.2	29.1	10	27.6	29.2	10	26.4	28.3	10	27.6	29.0
Irish	0	-	29.6	0	-	29.8	0	-	29.9	0	-	28.9	0	-	29.8
Traveller of Irish Heritage	0	-	24.4	0	-	24.9	0	-	24.8	0	-	23.4	0	-	23.6
Gypsy/Roma	0	-	22.0	0	-	22.5	0	-	22.1	0	-	21.1	0	-	21.5
Any other White background	7	28.1	28.0	7	29.6	28.8	7	27.0	27.8	7	26.1	27.1	7	26.1	28.3

## Key Stage 1 to Key Stage 2 value added: performance of groups within school Overall value added

### Progress Measures Value Added

**Table 5.1.2: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - ethnic backgrounds (KS12.VAeth)**

This report indicates significance relative to both the national mean of 100 and the national mean for each ethnic group. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	9	0	0	0	4	0	0	1	2	1	0	5	0	1	5	5	1	1	0	0
School Score	100.8	-	-	-	99.7	-	-	99.5	99.8	102.1	-	102.1	-	103.5	100.9	100.6	102.9	101.4	-	-
95% confidence interval	1.7	-	-	-	2.6	-	-	5.1	3.6	5.1	-	2.3	-	5.1	2.3	2.3	5.1	5.1	-	-
Group national mean	99.8	100.4	99.7	99.6	101.0	99.7	100.1	100.3	100.3	100.7	100.1	100.6	101.0	99.7	100.5	100.2	101.6	100.9	100.1	99.5
Significance from national average for group	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Significance from overall national average	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. Full details of the methodology used for the Value Added measure can be found in the Library.

### Analysis/Comments:

#### Comments:

Progress for all groups is generally in line with the national average for the group.  
No disadvantage issues at the end of KS2 – Attainment and Progress above national disadvantage figure.  
Attainment of White British is below National average.  
Level 4b+ combined is below national figure.

#### Action:

To raise attainment of White British using intervention effectively and tackling persistent absenteeism using the range of strategies including home visits on morning of absence and fines.  
The school will continue to monitor groups to ensure children are reaching expected levels and making good progress.  
To raise the attainment so that the combined at the end of KS2 is increased from 75% to 85%.

## Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
<b>Teaching and Learning:</b>	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning Policy reviewed. All new staff are developed and continue to receive training.</li> <li>• Children now taught in mixed ability classrooms rather than being set and in mixed ability tables.</li> <li>• Involvement of outside companies e.g. History off the page, Fresh water Theatre, French lessons every Fridays</li> <li>• Challenge Weeks</li> <li>• Parent/carer workshop</li> <li>• 1:1 support, differentiation, intervention</li> <li>• Assemblies promote Diversity</li> <li>• Consultants to enhance provision for DT/Art/ICT</li> <li>• Targeted CPD for individual members of staff</li> <li>• Feedback from monitoring to inform consistently good teaching and learning practises</li> <li>• Implementation of Maths Mastery &amp; Maths No Problem</li> <li>• Use of class coaches</li> </ul>
<b>Admissions and Transfer:</b>	<ul style="list-style-type: none"> <li>• Pre-Nursery admissions – parents/carers encouraged to attend, Home visits, Nursery teachers have meetings with parents/carers of all new admissions.</li> <li>• Transitions within school - Nursery children regularly visit the main school in the term leading up to Reception class, Reception class visit Year 1, all classes taught in new classroom by new teacher in the summer term.</li> <li>• Programme for mid-phase admissions</li> <li>• SENCo meetings with secondary counterparts to transfer information</li> </ul>
<b>Participation :</b>	<p>Opportunities open to all and where needed action taken to remove barriers to participation:</p> <ul style="list-style-type: none"> <li>• Breakfast club (vulnerable pupils targeted)</li> <li>• Afterschool clubs</li> <li>• Residential visits – Fairplay House</li> <li>• Olympic/Paralympic activities(TOPS Festival)</li> <li>• Asthma pumps/medication taken on visits</li> <li>• Regular class visits undertaken (all expected to attend)</li> <li>• PE, swimming in Year 5 and Year6</li> <li>• Year 3 attend Gym classes on a Wednesday</li> <li>• Sports Day</li> <li>• Cycle training</li> <li>• School council</li> <li>• School Fair (winter/summer)</li> <li>• Every Child a Musician (ECAM)</li> <li>• Places of Worship</li> </ul>

	<ul style="list-style-type: none"> <li>• School assemblies and Christmas performances</li> <li>• Every Child A Counter(ECC)</li> <li>• Parent/carer volunteers</li> </ul>
<b>Student progress:</b>	<ul style="list-style-type: none"> <li>• Annual school reports</li> <li>• Parent/carer meetings/evenings well attended</li> <li>• SEN review meetings with parents/carers</li> <li>• IEP monitoring meetings</li> <li>• Termly Pupil Progress meetings to identify pupils not making expected progress</li> <li>• Booster classes</li> <li>• Staff training</li> <li>• Robust tracking</li> <li>• Analysis of data to inform planning and intervention</li> <li>• SLT members present at planning sessions</li> <li>• Effective provision for vulnerable groups</li> </ul>
<b>Flexible curriculum arrangements SEN POLICY SEN Health Check from LA:</b>	<ul style="list-style-type: none"> <li>• Team teaching in Literacy and Numeracy</li> <li>• Individualised curriculum plans for pupils with high level of SEN</li> <li>• Speech and language groups</li> <li>• RWI 1:1 tutoring</li> <li>• Use of additional, multi-sensory resources</li> <li>• Outdoor curriculum focus</li> <li>• Music ECAM</li> <li>• Horse riding</li> </ul>

#### Analysis/comments:

##### Areas the school has developed this year:

- Teaching of maths, consistency in approach, attitudes to learning.
- Enriching the curriculum so it matches the needs/ diversity of the pupils

##### Areas we would like to improve next year:

- To raise attainment in speaking at the end of Nursery.
- RWI - to ensure at least 84% of children reach expected (Green+) by the end of Reception.
- Extended school provision for Reception children
- To raise the attainment of White British children so that their attainment is in line with attainment of White British children nationally.
- To implement lesson study.
- Improve attendance particularly persistent absentees.

### **Section 3. Foster Good Relations Between those who share a protected characteristic and those who do not**

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.

<b>Examples</b>	<b>Steps the School has Taken</b>
<b>Social and Emotional Wellbeing:</b>	<ul style="list-style-type: none"> <li>• Weekly singing assembly and each year group</li> <li>• Choir</li> <li>• Clubs</li> <li>• Jigsaw programme to deliver PHSCE</li> <li>• School counsellor</li> <li>• Resilience project</li> </ul>
<b>Student Voice:</b>	<ul style="list-style-type: none"> <li>• School council</li> <li>• Subject leaders conduct pupil interviews about their learning</li> <li>• Pupil questionnaires</li> <li>• Peer assessment</li> <li>• Challenge Weeks</li> <li>• Pupil response in marking</li> <li>• Election of head girl and boy</li> </ul>
<b>Positive Imagery:</b>	<ul style="list-style-type: none"> <li>• Classroom Conditions for learning</li> <li>• Challenge Week displays</li> <li>• Cultural diversity displays</li> <li>• Child centred displays (all work valued)</li> </ul>
<b>Community Links:</b>	<ul style="list-style-type: none"> <li>• Football league</li> <li>• Mini Olympics</li> <li>• Signposting</li> <li>• Partnerships with other schools e.g. SWNG</li> </ul>
<b>Cultural ideas, Religion and Belief</b>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Cultural Diversity Challenge Weeks</li> <li>• Modern Foreign Languages (MFL)</li> <li>• Music provision</li> <li>• Programme of visits to places of worship</li> <li>• 'Faith in Schools' links with the local church</li> <li>• Festivals and celebrations</li> <li>• Charities e.g. Red Nose Day, Sport Relief</li> <li>• The Olympics and Paralympics Legacy</li> <li>• RE Consultant support</li> </ul>
<b>Removing Barriers and making Reasonable</b>	<ul style="list-style-type: none"> <li>• Awareness , understanding and providing for the needs of Vulnerable Children</li> </ul>

<b>Adjustments:</b>	<ul style="list-style-type: none"> <li>• Hygiene room available</li> <li>• Medical care plans</li> <li>• ECAM</li> <li>• List of children that have allergies</li> <li>• Individual &amp; group Interventions e.g. ECC, 1:1 RWI</li> <li>• Differentiation in lessons</li> <li>• Autism training/Hoist training/Safe guarding training First Aid Training</li> <li>• SEN &amp; EAL Policies</li> <li>• Robust Child Protection procedures</li> <li>• Parent/carers Workshops</li> </ul>
<b>Links with wider communities</b>	<ul style="list-style-type: none"> <li>• Choir</li> <li>• Employee base and volunteers (Initial Teacher Training)</li> <li>• Fundraising e.g. Children in Need, Comic Relief,</li> <li>• Citizenship Week with local agencies and schools (linked to aspirations)</li> <li>• Visits to local places of worship</li> <li>• Local community resources – farm, library, gym</li> </ul>
<b>Partnerships with Parents/carers:</b>	<ul style="list-style-type: none"> <li>• Parent/carer workshops</li> <li>• Website</li> <li>• Summer/winter fair</li> <li>• Curriculum information leaflets</li> <li>• Performances to parents/carers</li> <li>• Assemblies</li> <li>• Parent governors</li> <li>• PTA</li> <li>• SEN Forum</li> <li>• Triple P parenting classes</li> </ul>

**Analysis/comments:**

<p><b>Areas school has developed this year:</b></p> <ul style="list-style-type: none"> <li>• Parental involvement - increased the number of volunteers, attendance at school events, PTA, Triple P parenting classes</li> <li>• Identify school values and ensure awareness amongst staff and children.</li> </ul>
<p><b>Areas we would like to improve next year:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop parental involvement – in particular increase attendance at workshops, introduce <i>Thank You/feedback</i> cards, monitor attendance, Triple P classes</li> <li>• Develop the School Council to increase pupil voice</li> </ul>

## Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

Examples	Steps the School has Taken
<b>Exclusions Data:</b>	Since Sept 2014
<b>Victimisation and Discrimination:</b>	<ul style="list-style-type: none"> <li>• All incidents involving bullying or discrimination are dealt with appropriately and recorded and reported to governors at every meeting.</li> </ul>
<b>Monitoring of incidents:</b>	<ul style="list-style-type: none"> <li>• Clear recording of incidents on separate recording sheets - SLT follow up</li> <li>• Report to Governors</li> </ul>
<b>Anti Bullying and Harassment:</b>	<ul style="list-style-type: none"> <li>• Clear procedures understood by all staff and children – Anti bullying policy shared with staff and governors, on website</li> <li>• Awareness - Anti-bullying week, Assemblies</li> <li>• Any incidents recorded</li> <li>• LGBT staff INSET</li> </ul>
<b>Training and awareness raising about discrimination and bullying issues:</b>	<ul style="list-style-type: none"> <li>• E-safety INSET</li> <li>• E-safety Charter in ICT curriculum</li> <li>• Awareness raising of issues re: CLA children</li> <li>• LGBT training</li> </ul>

### Analysis/comments:

<p><b>Areas the school has developed this year:</b></p> <ul style="list-style-type: none"> <li>• To have zero tolerance to homophobic bullying – 4 incidents (previously 11 incidents)</li> </ul>
<p><b>Areas we would like to improve next year:</b></p> <ul style="list-style-type: none"> <li>• Continue to ensure we have zero tolerance to homophobic bullying</li> <li>• Ensure LGBT values are incorporated in school policies</li> <li>• Continue to celebrate diversity</li> <li>• To continue to develop children’s understanding of British Values focusing on democracy.</li> </ul>

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

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

<b>Examples</b>	<b>Steps the School has Taken</b>
<b>Pupil voice:</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• School council – each class (Y2-6) has representative who attend school council meetings</li> </ul>
<b>Parents/Carers/Guardians:</b>	Questionnaires (summer term)
<b>Staff:</b>	Staff questionnaire
<b>Local community:</b>	Partnership with SWNG group Partnership with Hallsville
<b>Governors:</b>	Updated Headteacher's Report New Equality policy presented to Governors
<b>Satisfaction with our service:</b>	Very few complaints Clear Complaints Procedure

### **Workforce – staffing and training**

Scott Wilkie Primary School has adapted the HR policies developed in Newham related to the Equality of Opportunity regarding Recruitment and Retention, Continuing Professional Development and the day to day management as Direct employer.

<b>Area of focus</b>	<b>Significant information that we can address for following year</b>
Promoting opportunity	<ul style="list-style-type: none"> <li>• Volunteers from local community</li> </ul>
Fostering good relations	<ul style="list-style-type: none"> <li>• Opportunity for training is open to all staff, regardless of position.</li> </ul>
Prohibiting harassment	<ul style="list-style-type: none"> <li>• Opportunity for training is open to all staff, regardless of position.</li> </ul>

This information was ratified by the governors on .....

Our school information will be reviewed on .....

Signed .....