

# Public Sector Equality Duty at

## Southern Road Primary School

**Approved by:** Southern Road Primary School Governing Body  
**Date:** December 2017  
**Signed:**

Bronwen Stuckey  
(Chair of Governors)

**Last reviewed on:** December 2017



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

This policy provides information on how Southern Road Primary School ensures that it meets its statutory **Specific Equality Duties**.

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

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

### Section 1. Information on who Comes to Our School.

This is our school population.

Number of pupils on roll	719
Number of full time equivalent pupils	673
% pupils with an Educational Health & Care Plan (EHC) or in receipt of High Needs funding (HNF)	1.1%
% pupils with English not as first language	84.2%
% pupils eligible for free school meals	41.7%

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

		Southern Road Primary School		National Data
			%	%
Gender	Girls		48.7	49.0
	Boys		51.3	51.0
Ethnicity	White British		2.0	70.4
	Other White and European		9.7	5.1
	Gypsy Roma/ Irish Traveller/ Other		0.0	0.3
	Black - Caribbean Heritage		1.9	1.3
	Black- African Heritage		15.6	3.5
	Black - Other		7.8	0.7
	Asian - Indian		8.9	2.7
	Asian - Pakistani		11.5	4.1
	Asian - Bangladeshi		33.1	1.7
	Asian - Any Other Asian Background		2.4	1.7
Religion/Belief	Any other minority ethnic group		3.7	1.6
	Buddhist/Taoist		0.42	
	Christian		24	
	Hindu		4.72	
	Jewish		0.13	
	Muslim		62.6	
	Sikh		2.08	
	Other		1.38	
	Refused		0.41	
No Religion		1.8		

Special Educational Need	No Special Educational Needs		86.6	
	SEN support (Targeted)		8.3	
	SEN support (Specialist)		4.0	
	EHC or HNF		1.1	1.4
Profile of SEN Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder		13.7	
	Social, Emotional & Mental Health Difficulties		6.8	
	Hearing Impairment		0.7	
	Moderate Learning Difficulty		3.4	
	Visual Impairment			
	Multisensory Impairment			
	Physical impairment		6.89	
	Profound & Multiple Learning Difficulty		3.44	
	Speech Language & Communication Need		59	
	Specific Learning Difficulty		6.89	

#### Attendance

2015-16	2016-17	As of Jan 2017-18
93.78%	95.69 %	96.12%

#### Analysis/comments:

Our overall absence has decreased over the last three years. There is a trend within our Asian population groups for families to take extended holidays during the school year, which can affect absence figures.

#### What we do to address absences:

Attendance for all children, including Nursery pupils, is monitored on a weekly basis. The Attendance officer investigates if a child's attendance falls below 90% by looking back at previous attendance figures. If there appears to be a regular pattern of absence, a letter is sent to the parent/carer to highlight the school's concern. If the absence becomes more persistent, the parent/carer is asked to provide medical evidence for the 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 as the Early Help Intervention Team.

We have had a small number of pupils who have had a prolonged stay in hospital. We ensure that we liaise with the hospital education teams and the parents. If the pupil is well enough, but has to remain at home for a short period of time, the class teacher will send work home for the pupil. For pupils who are absent long term due to ill health, Newham has a home tuition service.

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

Southern Road Primary is an inclusive school and we provide excellent access to education with the achievement and attainment of all pupils being promoted. The inclusion team (SEN, EAL, Attendance officer and Family Support Worker) and SLT work closely with all staff in to ensure equality of opportunity for all protected groups. The school strive to improve equal opportunities. Examples of this work can be seen in the School Development Plan, regular monitoring of teaching and learning, individual education plans, staff training and year group planning.

### **Promoting Opportunities for Our School Community:**

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
<b>Teaching and Learning:</b>	<ul style="list-style-type: none"> <li>• Inclusive plans for EAL, SEN, New Admissions</li> <li>• Team teaching with EAL teacher.</li> <li>• Involvement of outside companies e.g. artists, Lithuanian dancers, drummers, Salsa dancers, French puppeteer.</li> <li>• Language of the Month</li> <li>• Parents and toddlers</li> <li>• ICT/ Numeracy parent workshop</li> <li>• Culturally diversity week</li> <li>• 1:1 support, differentiation/ Nurture group</li> <li>• Sex &amp; Relationships Education (SRE)</li> <li>• Addressing the theme of 'Stereotypes' through assemblies, SRE</li> <li>• Enabling Enterprise Activities</li> </ul>
<b>Admissions and Transfer:</b>	<ul style="list-style-type: none"> <li>• Pre-Nursery admissions – parents encouraged to attend Parent &amp; toddler group</li> <li>• Nursery teachers have meetings with parents/carers of all new admissions</li> <li>• Nursery children regularly visit the main school in the term leading up to Reception class</li> <li>• Programme for mid-phase admissions</li> <li>• Tracking of EMA mid-phase pupils</li> <li>• Yr 6 children participate in lessons at the local secondary school</li> <li>• Yr 6 children with high level of SEN - additional visits and transition booklet</li> <li>• SENCo meetings with secondary counterparts to transfer information</li> </ul>
<b>Participation :</b>	<ul style="list-style-type: none"> <li>• Breakfast club (vulnerable pupils targeted)</li> <li>• Zone-Parc, afterschool clubs, visits</li> <li>• Residential visits – Isle of Wight, Fairplay House</li> <li>• Olympic/Paralympic activities</li> <li>• Taxi Service to aid accessibility for pupils with SEN on visits</li> </ul>

	<ul style="list-style-type: none"> <li>• Asthma pumps/medication taken on visits</li> <li>• Regular class visits undertaken (all children expected to attend)</li> <li>• PE, swimming in Year 4</li> <li>• Pyjama story night</li> <li>• Sports Day</li> <li>• Coffee mornings</li> <li>• School council</li> <li>• School Fayre</li> <li>• World Book Day</li> <li>• Every Child a Musician (ECAM)</li> <li>• Parent volunteers</li> </ul>
<b>Student progress:</b>	<ul style="list-style-type: none"> <li>• Sex &amp; Relationships Education meetings for parents</li> <li>• Annual school reports</li> <li>• Parents' evening</li> <li>• Staff translating for parents</li> <li>• SEN review meetings with parents</li> <li>• SEN monitoring meetings</li> <li>• Pupil Progress meetings</li> <li>• One to one tuition</li> <li>• Booster classes</li> <li>• Staff training in MFL, Wave 3, Literacy &amp; Numeracy</li> </ul>
<b>Flexible curriculum arrangements</b>	<ul style="list-style-type: none"> <li>• Creative curriculum</li> <li>• Team teaching (EAL)</li> <li>• Individualised curriculum plans for pupils with high level of SEN</li> <li>• Pre-teaching vocabulary groups</li> <li>• Speech and language groups</li> <li>• Wave 3 literacy groups</li> <li>• Social skills groups</li> <li>• Food group</li> <li>• Use of additional, multi-sensory resources</li> <li>• Outdoor curriculum focus</li> <li>• Art &amp; Music/ /CC/DT/ICT/G&amp;T – Special projects</li> <li>• Enabling Enterprise</li> <li>• Use of Sensory room</li> </ul>

### **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.

Examples	Steps the School has Taken
<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>• Peer mediators</li> <li>• Social &amp; emotional Aspects of Learning (SEAL) embedded in the curriculum</li> <li>• Breakfast club</li> <li>• School counsellor</li> <li>• Chill &amp; chat lunchtime club</li> <li>• Headstart programme</li> </ul>
<b>Student Voice:</b>	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Children help generate success criteria</li> <li>• Pupil questionnaire</li> <li>• Peer assessment AFL</li> <li>• Every Child A Musician (ECAM) - children evaluate (60 questions) and attitude to life in general Yr 5 and Yr 6</li> <li>• Headstart programme in collaboration with Young Minds</li> </ul>
<b>Positive Imagery:</b>	<p><i>Displays:</i></p> <ul style="list-style-type: none"> <li>• Cultural diversity displays</li> <li>• Child centred displays (all work valued)</li> <li>• Posters</li> <li>• Plasma screens in reception area showing children's work</li> <li>• Website</li> <li>• Weekly Newsletters</li> </ul>
<b>Community Links:</b>	<ul style="list-style-type: none"> <li>• Football league</li> <li>• Mini Olympics</li> <li>• Signposting</li> <li>• Links with Lister Community School</li> <li>• Census- people in to help with translation</li> <li>• Use of Language Shop Interpreting Service</li> <li>• SPINN Off – Parent's support group</li> <li>• Empowering Parents Empowering Communities (EPEC) parent group</li> <li>• School Family Support Officer</li> </ul>

<p><b>Cultural ideas, Religion and Belief</b></p>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Cultural Diversity week</li> <li>• Modern Foreign Languages (MFL)</li> <li>• Music lessons</li> <li>• Programme of visits to places of worship</li> <li>• ‘Faith in Schools’ (Christianity)</li> </ul>
<p><b>Removing Barriers and making Reasonable Adjustments:</b></p>	<ul style="list-style-type: none"> <li>• ECAM -</li> <li>• Awareness &amp; understanding the needs of Children Looked After (CLA)</li> <li>• Use of Sensory room</li> <li>• Hygiene room available</li> <li>• Individual Healthcare plans</li> <li>• Individual &amp; group Interventions e.g. Wave 3</li> <li>• Differentiation in lessons when required</li> <li>• Signalong training</li> <li>• Epi-pen training</li> <li>• Use of specialist equipment e.g. hoist</li> </ul>
<p><b>Links with wider communities</b></p>	<ul style="list-style-type: none"> <li>• Choir (O2) – London Symphony Orchestra</li> <li>• Employee base and volunteers (Initial Teacher Training)</li> <li>• Fundraising e.g. Children in Need, Comic Relief, Macmillan Nurses coffee morning</li> <li>• Links with Isle of Wight school</li> <li>• Sporting events at Olympic Park</li> </ul>
<p><b>Partnerships with Parents:</b></p>	<ul style="list-style-type: none"> <li>• ICT/Maths/Reading/Behaviour workshops for parents</li> <li>• Website</li> <li>• Summer fayre</li> <li>• Coffee mornings</li> <li>• Toddler group</li> <li>• Weekly Newsletter</li> <li>• Curriculum information leaflets</li> <li>• Performances to parents</li> <li>• Breakfast club</li> <li>• Parent governors</li> <li>• Empowering Parents Empowering Communities (EPEC) parent group (part of the Headstart programme)</li> </ul>



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

Examples	Steps the School has Taken
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Behaviour policy – reviewed and adapted</li> <li>• Use language of choice for unacceptable behaviour - dealt with before behaviour gets extreme</li> <li>• Behaviour club - weekly</li> </ul>
<b>Victimisation and Discrimination:</b>	<ul style="list-style-type: none"> <li>• Since Sept 2014- 2 incidents of racial abuse -spoke with parents of both perpetrator (talked through explanation that unacceptable) and victim</li> <li>• SEAL curriculum and assemblies</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>• Developing use of Safeguard to record incidents.</li> </ul>
<b>Anti Bullying and Harassment:</b>	<ul style="list-style-type: none"> <li>• Awareness training in Assemblies and anti-bullying week</li> <li>• Any incidents recorded on behaviour slips</li> </ul>
<b>Training and awareness raising about discrimination and bullying issues</b>	<ul style="list-style-type: none"> <li>• Review of Behaviour Policy</li> <li>• E-safety INSETS</li> <li>• E-safety in ICT curriculum</li> <li>• Behaviour workshops for Parents / Carers</li> <li>• Refugee INSETS</li> <li>• Pupil Progress Reviews</li> <li>• Awareness raising of issues re: CLA children</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>School Council:</b>	<ul style="list-style-type: none"> <li>• Meet at least twice per half term. Led by the PSHCE coordinator.</li> <li>• Recent themes – becoming a Fairtrade school, improving our school, local community &amp; London.</li> <li>• Organised a questionnaire for parents and children.</li> <li>• The school council prioritised the following areas for development: safety &amp; transport.</li> </ul>
<b>Pupil voice:</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Class council – each class has a lead and deputy representatives. The rep. attends school council meetings. Class councils meet twice a half term.</li> </ul>
<b>Parents/Carers /Guardians:</b>	Questionnaires (Autumn and Summer term)
<b>Staff:</b>	Wellbeing Survey
<b>Local community:</b>	Discussion with E13 Community schools
<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**

Southern Road Primary School has a diverse workforce.

The school provides CPD for staff at all levels that support staff with equality issues. Some of these include input on phonics, colourful semantics, positive handling, intensive interaction, PECS and provision for EAL learners. In order to support the high percentage of new to country children the school employs a Foreign Language Assistant to work alongside our EAL lead. This ensures all children have the same induction process whatever their first language.

This information was ratified by the governors of Southern Road Primary School in December 2017.

Our school information will be reviewed during November / December 2018

Gavin MacGregor  
Headteacher