SHEEN MOUNT PRIMARY SCHOOL

EQUALITY REPORT

Sheen Mount is committed to promoting equality of opportunity and tackling discrimination in all forms. The school is a very positive, supportive and caring environment which seeks to make everyone feel valued and secure. As a school we strive to ensure that our whole school community respect the needs, beliefs and cultures of children, staff, parents/carers, families, contractors and the wider community.

At Sheen Mount we are committed to fulfilling the legal duties under the Public Sector Equality Duty (PSED), which was introduced by the Equality Act 2010 and extends to nine protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment. As a school community we are committed to upholding these three duties in order to:

➢ Eliminate unlawful discrimination, harassment and victimisation
➢ Advance equality of opportunity between different groups
➢ Foster good relations between different groups

Sheen Mount publishes an annual report outlining compliance with the Equality Act and publish equality objectives for the school every four years – these objectives are set out below in Part 3 of this report. The 'results' data in this report is from the full academic year of 2018 -2019[1], the 'student population' data and qualitative assessment is reflective of the position up to the Summer of 2021.

PART 1: THE STUDENT POPULATION

Gender

There are 8% more boys than girls across the school, with the following gender breakdown:

Number of pupils on roll at the school: 594
Number of boys: 323
Number of girls: 271

Disability

The school community supports children with a wide range of disabilities which frequently require the meeting of complex needs. A number of children at Sheen Mount have complex needs, and these are overseen and managed by an Inclusion Leader, who is a member of the Senior Leadership team.

	Number of Pupils	**Percentage of school population**
No Special Education Need	593	92.7%
SEN Support*	15	2.5%
EHC Plan	28	4.7%

Correct as of 08/06/2021

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[1] No public examinations took place this academic year as a result of COVID-19. Sheen Mount have internal reviews of progress which is not published data.

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*children with EHCPs are not included in this number, these are reported separately below.

Ethnicity and Race

Sheen Mount welcomes and celebrates having students from all cultures and ethnicities. It is left to the discretion of parents whether they choose to declare race and ethnicity characteristics of children attending Sheen Mount and therefore, as a result of withheld information, Sheen Mount cannot fully report on ethnicity and race figures for the whole school population. Of the data collected we can report that there is a range of race and ethnicities in Sheen Mount with the following breakdown:

- White 53.1%
- White Other 16.1%
- White Asian 4%
- Other Mixed Heritage 4.9%
- Other Asian Heritage 1.5%
- Indian Heritage 1.5%

Others race and ethnicities declared also include: Pakistani Heritage, Black African, Other Black Heritage, Chinese, White and Black Caribbean, Irish Heritage.

Religion and Belief

Sheen Mount welcomes and celebrates having students from all faiths. It is left to the discretion of parents whether they choose to declare the faith of children attending Sheen Mount and therefore, because of withheld information, Sheen Mount cannot fully report on religion and beliefs for the whole school population. Of the data collected, we can report that there is a range of faiths in Sheen Mount with the following breakdown:

- Christian — 28.8%
- Roman Catholic — 11.1%
- Anglican/Church of England — 5.7%
- Muslim — 5.7%
- Greek Orthodox — 2.0%
- Hindu — 1.5%
- Jewish — 1.2%

30.4% reported that they had no religion. Others religions declared also include: Buddhist, Jainism, Serbian Orthodox, Russian Orthodox and Orthodox Catholic/Eastern Orthodox.

Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. Were it to be communicated to the school regarding a pupil, we would work with and support the child and ensure any confidentiality was maintained, as appropriate.

Sexual Orientation

We do not collect data on the sexual orientation of our pupils. We value and respect all sexual orientations.

Information on other groups of pupils

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As a school community we are committed to supporting all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.
In addition to pupils with protected characteristics, we endeavour to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)

	Boys	**Girls**	**Total**	**Percentage of school population**
Number of pupils who speak English as an additional language	98	99	197	33%

PART 2: EQUALITY ACCOUNTABILITIES

The Governing Board divides its governance responsibilities into three areas:

Pastoral – which oversees and monitors the safeguarding function at Sheen Mount, it promotes the welfare, well-being and personal & social development of pupils and staff through the integration of pastoral care into every aspect of school life, in close collaboration with parents/carers and the wider community.

Standards – which ensures that Sheen Mount delivers exceptional teaching and learning for all pupils, reflecting their individual needs. It ensures that Sheen Mount maintains and builds on its high standards of attainment.

Resources –which oversees the effective deployment and management of Sheen Mount's financial, physical and human resources.

The Governing Board has a range of Link Governors sitting across the committees who are responsible for all core areas related to the school, which includes a Governor for Equality. Reports on key areas are produced by the link governors and school visits are carried out regularly.

The sections below set out how the school specifically meets its obligations under the Equality Act and the governing board can monitor and report on activities in relation to them.

PASTORAL

Upholding equalities duties:

The Pastoral Committee promotes the school's aims and living values, and these are set out on the Sheen Mount website and our Living Values are displayed all around the school. They challenge prejudice-based discriminatory language, attitudes and behaviour. All pupils, staff, parents and, as appropriate, those in the local community are encouraged to actively participate in school life and make a positive contribution. Whilst this is represented through the curriculum, it goes much wider in a number of areas.

Examples of how we promote equality:

School life

- A range of assemblies are held each week including Living Values assemblies and Celebration assemblies alternating between Years 1/2/3 and Years 4/5/6, phase assemblies and class assemblies, these promote a culture of inclusivity and respect is accorded to all faiths through these assemblies.
- The PSHE curriculum, as part of the Relationships, Relationships and sex education and Health Education Policy, contains a rich variety of lessons which are delivered through the school's values over a two-year period cycle. This process is overseen and continually evaluated and developed by two members of staff who respond with support from the Deputy Headteacher and input and challenge from governors. The PSHE curriculum also more broadly feeds into wider class work and school life.
- The school actively promotes and teaches students about multiculturalism e.g. by planning lessons with multicultural themes and avoiding and challenging any stereotyping. Teachers are also proactive in planning lessons, ensuring teaching materials are diverse and taking care to take into account and reflect the diversity of the classroom. The curriculum is regularly reviewed and adapted to reflect what is happening in society.
- The school also makes sure that lessons meet the range of needs of each student e.g. - using a variety of teaching and assessment methods and using learning materials that do not discriminate against anyone and are adapted where necessary, e.g. large print or special grip pencils.

- The school makes all reasonable adjustments necessary, these include day to day requirements to meet individuals' needs as well as ensuring all reasonable adjustments are factored into every aspect of life at Sheen Mount, for example ensuring school trips are inclusive and accessible to all.
- The school's Living Values are regularly discussed e.g. at assemblies and prominently displayed and All students have equal access to school and extra-curricular activities, trips and visits and organised PSA (Parent Staff Association) events.
- Students facing challenges are supported by a proactive support network within the school which is overseen and directed by the Inclusion Lead. Support is provided to children with additional needs through a variety of initiatives including 'The Nest' which is run for children with ASD and/or anxiety at lunchtime and 'The Rainbow Room' which provides a safe, calm environment that can be accessed at other times of the day.
- The school takes a 'Graduated Approach' to plan interventions for any students with additional needs in order to ensure needs of all students are met holistically. This involves assessing needs, planning to meet these needs in the optimum way, delivering teaching and reviewing approaches and progress.
- Staff attend both external training, as well as planned internal training sessions, to help improve understanding of complex needs and ensure these are catered for. Examples of training include Autism in Girls (by Dr Alicia Crane, Educational Psychologist) and safer recruitment training (by the NSPCC), which have been undertaken this academic year, as well as a range of specific training sessions for TAs to ensure they have the skills to support children with specific needs.

Management of Behaviour, Anti-bullying and Serious Incidents:

- Good behaviour is promoted with clear rules in place for how everyone should be treated, positive reinforcement is used at every opportunity and any negative attitudes are challenged and managed accordingly. The school has a Behaviour and Anti-bullying policy in place.
- Any incidents that take place are reported via Arbor (Sheen Mounts' Management Information System tool) and CPOMS (Sheen Mount's safeguarding monitoring software) and appropriate action would then be taken promptly to address any concerns.
- Staff use any opportunities around behavioural issues, as appropriate, as a way of addressing prejudices and discrimination and promoting the desired culture of inclusivity.
- The school's approach takes full account of the Equality Act. Reasonable, appropriate and flexible adjustments are made for pupils with additional needs and/or disabilities. The school challenges all forms of prejudice and prejudice-based bullying including homophobia, which stand in the way of fulfilling our commitment to inclusion and equality relating to the protected characteristics.

Monitoring of key information and feedback:

- The Pastoral committee reviews key information relating to attendance, serious disciplinary incidents and exclusions, taking into account protected characteristics. This also includes any feedback from the Education Welfare Officer who attends the school once a term for a review. As necessary, any issues would also be reported to the Pastoral committee and FGB.
- The Chair of Governors also meets with the Headteacher and Deputy Headteacher on a regular basis which provides an opportunity for any issues to be raised.
- There is a school Complaints and Grievances procedures which fairly and openly addresses incidents raised.
- The School and Governors conduct a bi-annual surveys for Parents, Staff and children and subsequently compile a report which evaluates the results, provides an opportunity to address arising issues and plan next steps.

STANDARDS

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In line with Sheen Mounts commitment that "no person at Sheen Mount is treated less favourably because of their race, disability, sex, age, religion, sexual orientation or because they are pregnant or entitled to maternity / paternity leave", the school undertakes to publish data by which it can ensure that its teaching and learning is also meeting this commitment.

Every pupil's academic progress and attainment is monitored each term as part of the school's Pupil Progress Meetings. Through this process, trends and groups for each of the characteristics are monitored and specific interventions put into place where needed.

Below are tables with the results for the 2018/19 Cohort of Y6 pupils' results (which is publicly available data) displayed and broken down by characteristics as outlined in the Equality Policy. This is the last set of publically available data because the Year 6 SATs for the 2019/2020 and 2020/2021 cohorts have been cancelled due to the Covid-19 pandemic.

		Actual Results			Pupil Progress		
	Actual Number	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)
All Pupils	90	110.2	93%	32%	+2.7%	+12%	+14%
White	72	110.3	94%	35%	+2.9%	+14%	+15%
EAL	22	111.3	86%	32%	+3.6%	+6%	+12%
First Language English	68	109.9	96%	32%	+2.5%	+14%	+14%

This data is for end of KS2 i.e. Year 6 SATs data.:

		Actual Results			Progress		
	Actual Number	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)
All Pupils	90	110.2	93%	32%	+2.7%	+12%	+14%
Non SEN	86	110.4	95%	34%	+2.6%	+12%	+15%

Age:

Whilst any given year group is defined by the age of the pupils within it, there is still significant variance in the age of any particular year group. It is not practical to do analysis of the effect age variance has to any great depth of granularity, so the school will therefore publish data of average progress and attainment

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for all pupils born within a particular term of the school. As term dates are liable to move due to changing of the calendar year, they will be defined as:

- Autumn Born Pupils: 01/09 - 31/12
- Spring Born Pupils: 01/01 - 31/03
- Summer Born Pupils: 01/04 - 31/08

	Actual Results				Progress		
	Actual Number	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)
All Pupils	90	110.2	93%	32%	+2.7%	+12%	+14%
Autumn	30	111.3	100%	33%	+2.9%	+15%	+13%
Spring	36	109.9	92%	33%	+2.4%	+10%	+15%
Summer	24	109.3	88%	29%	+3%	+11%	+13%

Sex

	Actual Results				Progress		
	Actual Number	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)
All Pupils	90	110.2	93%	32%	+2.7%	+12%	+14%
Male	52	109.4	92%	27%	+2.8%	+18%	+12%
Female	38	111.3	95%	39%	+2.6%	+4%	+16%

Other protected categories

The school does not believe any data need be published with regard to the standards of teaching and learning for: religion, sexual orientation or pregnancy/maternity.

RESOURCES

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Sheen Mount is committed to ensuring that all decisions relating to the allocation of resources are consistent with our obligations under the Equality Act. For example:

- Sheen Mount's Recruitment & Selection Policy commits to ensuring that the recruitment of staff is done equitably and robustly, and staff have undertaken safer recruitment.
- Sheen Mount's Pay Policy ensures Sheen Mount's commitment to compliance with the legislation, set out in the Equalities Act 2010, the Equal Pay Act 1970, the Employment Act 2002, the Part-Time Worker (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, the Employment Act 2002 (Dispute Resolutions) and the Employment Act 2008.
- Newly appointed staff are required to read and sign up to Sheen Mount's "Staff Code of Conduct", which in its opening line states that "At Sheen Mount Primary School we believe in creating a whole school culture that is safe and inclusive".
- As part of the Sheen Mount Induction Process all new employees have to sign the school Equality Policy. All school policies are accessible to new members of staff on the public and staff websites. The Inclusion Leader is responsible for ensuring new and temporary members of staff know their responsibilities around Equality and how to report an issue.
- Sheen Mount does not currently record or publish protected qualities related to staff as there are less than 150 members of staff.
- The school has an Accessibility Plan and Policy which take into consideration the need to, and commits to, ensuring the school continues making the school accessible.
- The school abides by the Equalities Act in its procurement process and uses its purchasing power to further the objectives of the Act. For example:
    - There is a clause in the school catering contract which commits to complying with the provisions in the Equality Act.
    - The School lettings policy excludes use of school premises by any organisation which encourages discrimination and prejudice.
    - The School's Fit for Sport (wrap around care) contract contains a statement promoting equal opportunities and welcomes all children, regardless of gender, ability, race or religion.
- The school ensures that all building works and facilities improvements are designed with accessibility in mind.

PART 3: EQUALITY OBJECTIVES

1. **Respect and celebrate diversity in our school and local community, and help to build and maintain respectful relationships throughout our school community through a range of school events, such as assemblies, classroom teaching and multi-cultural activities.**

2. **Focus on ensuring that children on the SEN register are making holistic progress.**

   ➢ **In 21/22 review methodologies for identifying SEN support children to ensure that all children who required support have been identified and their progress monitored.**

3. **Continue to promote equality and a culture of inclusivity; pro-actively anticipate and address the needs of any individuals or groups to ensure that all pupils are treated equally and have equal access to opportunities.**