

**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 and contractors, parent, carers and families, 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 will publish an annual report each year 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 data in this report is from the full academic year of 2018 -2019, the qualitative assessment is reflective of the position up to the Spring of 2020.

## **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: 599

Number of boys: 324

Number of girls: 275

### **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.

	<b>Number of Pupils</b>	<b>Percentage of school population</b>
<b>No Special Education Need</b>	562	94%
<b>SEN Support*</b>	14	2.2%
<b>EHC Plan</b>	23	3.8%

\*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 chose 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 57.8%
- White Other 19.8%
- White Asian 5.1%
- Other Mixed Heritage 4.3%
- Other Asian Heritage 2.6%
- 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

We do not formally collect data on religion and beliefs. As members of a multi-cultural, multi-faith society we value and respect all religions and beliefs.

## 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

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	101	100	201	33.1%

## **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 and 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 ethos and values, and these are set out on the Sheen Mount website and 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 contains a rich variety of lessons which cycle through the school's values over a two-year period. 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 pro-active in planning lessons that take into account and reflect the diversity of the classroom.
- 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 learning materials 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 values are prominently posted on the school website and around the school. 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.
- 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 both attend external training, as well as set up internal training sessions, to help improve understanding of complex needs and ensure these are catered for. Examples of training include focussed equality training, which took place in September, 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 the 'Serious Incident Form' 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 categorised by the nine 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 Head and Deputy Head Teacher 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 and provides an opportunity to address arising issues.

### **STANDARDS**

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 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.

		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)
<b>All Pupils</b>	90	110.2	93%	32%	+2.7	+12%	+14%
<b>White</b>	53	110.3	94%	35%	+2.9	+14%	+15%
<b>EAL</b>	22	111.3	86%	32%	+3.6	+6%	+12%
<b>First Language English</b>	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)
<b>All Pupils</b>	90	110.2	93%	32%	+2.7	+12%	+14%
<b>Non SEN</b>	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 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)
<b>All Pupils</b>	90	110.2	93%	32%	+2.7	+12%	+14%
<b>Autumn</b>	30	111.3	100%	33%	+2.9	+15%	+13%
<b>Spring</b>	36	109.3	92%	33%	+2.4	+10%	+15%
<b>Summer</b>	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)
<b>All Pupils</b>	90	110.2	93%	32%	+2.7	+12%	+14%
<b>Male</b>	52	109.4	92%	27%	+2.8	+18%	+12%
<b>Female</b>	38	111.3	95%	40%	+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

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 process commits to ensuring that the recruitment of staff is done equitably and robustly.
- 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” whereby they undertake to be inclusive and non-discriminatory in all aspects of behaviour.
- As part of the Sheen Mount Induction Process; it is the responsibility of the Head/Deputy Head Teacher to make the all school policies accessible to new members of staff. The Inclusion Leader is responsible for ensuring new and temporary members of staff know their responsibilities around Equality and how to report an issue. Line Managers are overall responsible for these ensuring these actions have been completed before the induction check list can be signed off.
- Sheen Mount does not currently record publish protected qualities related to staff as there are less than 150 members of staff.
- The school has an Accessibility Policy which takes into consideration the need to, and commits to, ensuring the school continues making the school accessible.
- 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.
- There is an equal opportunities statement in the School’s Fit for Sport contract promoting equal opportunities and welcomes all children, regardless of gender, ability, race or religion.
- Project Griffin (swimming pool enclosure project) seeks to create a cover over the existing swimming pool. This has been designed with accessibility to all at front of mind, ensuring that access can be gained into the building and swimming pool by all pupils.
- The tender document that was issued for Project Griffin (the new swimming pool enclosure) includes an Equality clause which talks about the school being an equal opportunities employer, but also asks that the successful Tenderer will have their own equalities policy and comply fully with UK equality legislation.

### **PART 3: OBJECTIVES**

- 1. Celebrate diversity in our school and local community through a range of school events, such as assemblies, classroom teaching and multi-cultural evenings.**
- 2. Focus on ensuring that children on the SEN register are making holistic progress so that they achieve their full potential.**
- 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.**