

SHEEN MOUNT PRIMARY SCHOOL
EQUALITY REPORT



What this report is for

Sheen Mount is committed to promoting equality of opportunity and tackling discrimination in all forms.

This report is to inform how well we have met our remit under the Equality Act 2010, which includes compliance with the Public Sector Equality Duty (PSED).

PSED is a duty on the school to consider how our policies and decisions affect those with any of the nine protected characteristics - **race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment.**

Sheen Mount has a duty to, when carrying out its functions, have due regard and to think about the need to:

- eliminate **unlawful discrimination**
- **advance equality of opportunity** between people who share a protected characteristic and those who don't
- foster or **encourage good relations** between people who share a protected characteristic and those who don't

This equality report will be updated and published annually.

The data in this report is from the full academic year of 2020-2021, the qualitative assessment is reflective of the position up to the Spring of 2022.

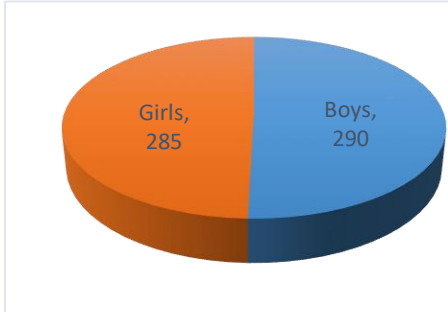
Our Equality Policy, which includes the school's equality objectives, is reviewed, and updated every four years. The next update is scheduled for June 2024.

Who we are

Our students

Gender

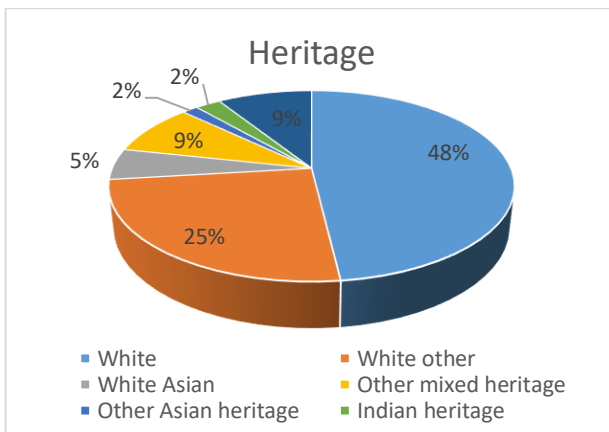
Gender distribution across the school is close to an equal balance:



Number of pupils on roll at the school: 575
Number of boys: 290 (50.4%)
Number of girls: 285 (49.6%)

Ethnicity and Race

Sheen Mount welcomes and celebrates having students from a rich spectrum of 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, because 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 48.1%
- White Other 25%
- White Asian 5.3%
- Other Mixed Heritage 8.7%
- Other Asian Heritage 1.5%
- Indian Heritage 2.4%
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Others race and ethnicities declared also include: Pakistani Heritage, Black African, Other Black Heritage, Chinese, White and Black Caribbean, Irish Heritage.

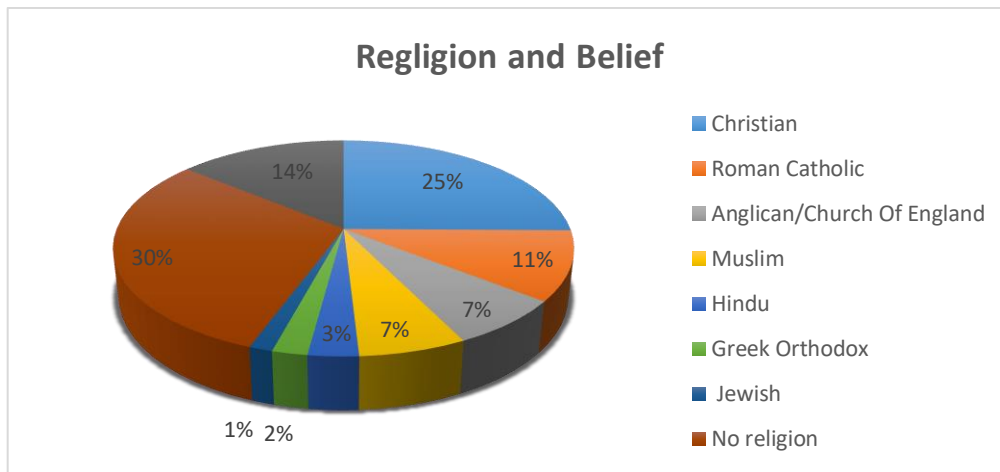
On comparison with data from the 2011 Census (Appendix 1) our numbers indicate our pupil heritage is more diverse than that of our local community.

(Please note our categorisations vary to those published by the Census so a direct comparison can't be made.)

Religion and Belief

Sheen Mount welcomes and celebrates having students from all faiths.

It is left to the discretion of parents whether they chose 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	25.2%
• Roman Catholic	10.4%
• Anglican/Church Of England	7.1%
• Muslim	6.4%
• Hindu	3.0%
• Greek Orthodox	2.1%
• Jewish	1.4%

Approximately 30% of those completing the survey stated no religion.

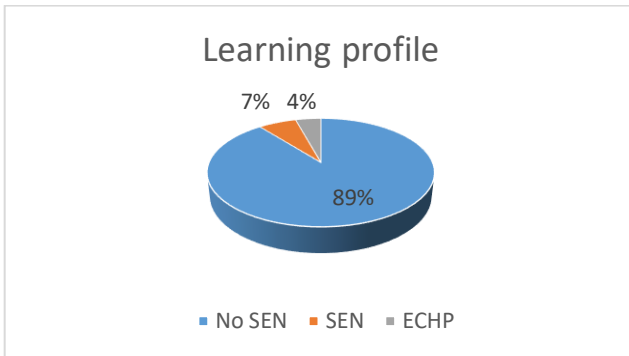
Other religions declared include: Buddhist, Protestant, Jainism, Ukrainian Orthodox, Serbian Orthodox, Russian Orthodox and Orthodox Catholic/Eastern Orthodox.

This sampling indicates our student religion and belief diversity to be greater than that in our local community when compared with 2011 Census data. (Appendix 2)
(Please note our categorisations vary to those published by the Census so a direct comparison can't be made.)

Learning Profiles

Our school community supports children with a wide range of disabilities. The meeting of complex needs of these pupils are overseen and managed by an Inclusion Leader, who is a member of the Senior Leadership team.

No Special Educational Need	513
SEN Support	37
EHC Plan	25
Total	575



Data taken from the DfE's data table on SEN, based on the **January 2022** census data, indicates at state-funded primary schools in England (including academies):

- 13.0% of pupils were classed as having SEN, but didn't have an EHC plan
- 2.3% of pupils had an EHC plan

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.

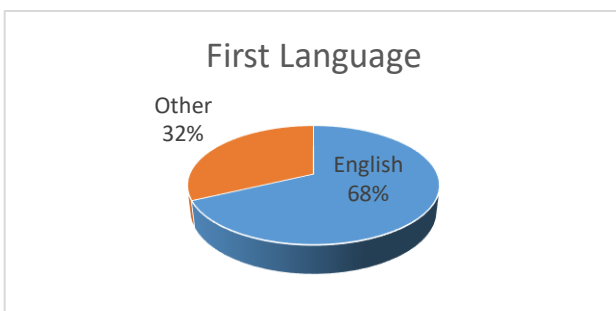
In addition to pupils with protected characteristics, we endeavour to provide further information on the following groups of pupils:

Pupils with English as an additional language (EAL)

Approximately a third of our pupils have English as an additional language.

43 different languages are spoken by the pupils of Sheen Mount.

Of the 184 pupils with EAL 91 are boys, 93 are girls.



These figures place our diversity of first language well above our local community. (See Appendix 3)

Our Staff

Under the PSED legislation the school is

- exempt from publishing equality information on staff as there are fewer than 150 employees.
- exempt from providing gender pay gap profiles as there fewer than 250 employees.

Consideration may be given to publishing this information anyway in subsequent reports to provide greater transparency of equality across our school.

Our Governing Board

Sheen Mount does not currently hold equality data for its board of governors.

The school is aware that a recent policy paper 'Inclusive Britain' (Section 5.5) recommends in future "The DfE will encourage governing bodies to be more reflective of the school communities they serve and will recommend that schools collect and publish board diversity data at a local level."

Consideration of this will be given for subsequent reporting periods.

Equality performance outcomes for the last year

The following three specific objectives were set as part of the Sheen Mount Equality policy 2020, with the aim of measurable progress being attainable against each of them.

1. Celebrate diversity in our school and local community through a range of school events, such as assemblies, classroom teaching and multi-cultural activities.

In support of this objective:

- The ethos of life at Sheen Mount is based around 'Living Values' [PSHE Association]. These values are Love, Respect, Simplicity, Happiness, Tolerance, Unity, Peace, Responsibility, Humility, Honesty and Freedom. They are posted prominently around the school and on the school website.
- The school holds a range of assemblies each week embracing inclusivity. These include 'Living Values' and 'Celebration' assemblies. Respect is accorded to all cultures and faiths through these assemblies.
- The school actively promotes and teaches students about multiculturalism. Lessons with multicultural themes are planned with direct consideration given to avoiding or challenging stereotyping.
- Teachers are also pro-active in planning lessons that consider and reflect the diversity of the classroom.
- The curriculum is regularly reviewed and adapted to reflect what is happening in society.
- The PSHE curriculum (as part of the Relationships, RSE and Health Education Policy) 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.
- Coffee mornings for families of EAL children and those requiring Mental Health support have been a recent addition to the school social calendar.

2.Focus on ensuring that children on the SEN register are making holistic progress so that they achieve their full potential.

The following are currently ongoing to further this objective:

- A 'Graduated Approach' to planning interventions for students with additional needs in order to ensure needs of each student are met holistically. Needs are assessed. Planning follows to identify strategies to meet needs in the optimum way. Tailored teaching is delivered and then reviewed to chart progress.
- Staff attend externally run, and internal school training sessions, to help improve understanding of complex needs and ensure these are catered for. Specific training sessions are allocated for TAs to ensure they have the skills to support children with specific needs.
- Breakout space is made available for SEN interventions and sensory breaks. These provide a lower stimulus environment when needed and the ability to work in smaller groups.
- The 'Orchard Room' has been set up for four children who struggle in the larger class environment. Good personal progress and behaviours have been observed by the children in this workspace.
- 'The Nest' has been established to offer a calm space for children with ASD and/or anxiety a calmer space at lunchtime. 'The Rainbow Room' provides a safe withdrawal space at other times of the day.
- A 'Special Interests' club is being introduced, run by a SEND support teacher, to run one day a week exclusively for SEND pupils.
- Specific resources are made available to tailor learning for SEND pupils as needed, with the objective of maximised class inclusivity wherever possible
- Learning materials are adapted / substituted where appropriate to remove any discrimination e.g. large print or special grip pencils.
- 'TEAM teach' training has been identified as being potentially beneficial to staff working with SEND pupils and a request placed with AfC. (Team Teach is seen as being particularly useful for relationship building and managing distressed behaviours or conflicts safely and respectfully.)
- An Occupational Therapist (OT) is in place working with children one morning a week and feeding back to TA's.
- Speech and Language Therapy (SALT) continues to work with children in the setting.

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.

- The school's Behaviour Principles and Policy take full account of the Equality Act.
- 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.
- 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.
- Staff use any opportunities around behavioural issues, as appropriate, as a way of addressing prejudices and discrimination and promoting the desired culture of inclusivity.
- Reasonable, appropriate and flexible adjustments are made for pupils with additional needs and/or disabilities with regard to behaviour.

- Any serious incidents in breach of the above policies are reported via the schools Arbor (MIS tool) or CPOMS (Safeguarding monitoring) systems and appropriate action then taken promptly to address any concerns. No such incidents have been flagged for this reporting period.
- Students facing challenges are supported by a proactive support network within the school which is overseen and directed by the Inclusion Lead.
- All staff undertake annual Equality training. The most recent sessions were completed in September 2022,
- The school has an Accessibility Policy which takes into consideration the need to, and commits to, ensuring the school continues making the school accessible. This is also considered in light of extra-curricular activities, school trips and visits.
- Sheen Mount management is committed to ensuring all children have equal opportunities with regard to music, sports, hobbies and culture.
This commitment to disadvantaged pupils is evidenced by:
 - 100% of these pupils who wish to join residential trips are able to attend.
 - All pupils in this group being able to join an extra- curricular club per term (where clubs are offered to their year group).
 - Subsidised Wrap Around Care provision
 - KS2 Homework club available to all disadvantaged and vulnerable pupils
 - Funded swimming lessons outside of school hours have recently been added to the extra-curricular offer
 - Enrichment trips/activities for disadvantaged children are organised, e.g. Horse Rangers, School Food Matters
- Some school club costs have recently been reduced (eg choir, running) to minimise financial barrier to uptake. Numbers have already shown some increase.

Our Additional Equality commitments

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

- 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 Headteacher and Deputy Headteacher to make 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 have overall responsibility for ensuring necessary actions have been completed before the induction check list can be signed off.
- There is a clause in the school catering contract which commits to complying with the provisions in the Equality Act.
- Sheen Mounts 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.

Pupil, parent and staff surveys are to be conducted this year to enable more quantitative monitoring of success of the initiatives described to meet the above equality objectives.

Academic performance data

In line with Sheen Mounts PSED commitment the school undertakes to analyse pupil performance 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.

The volume of data considered is such that it is not practicable to present in full in this report. However, below is a summary chart of the pupil performance data at the end of the last academic year.

2021-22

Group Performance

Proportion achieving expected standard or above at each key stage and KS2 value added scores

	% Expected or above				Value added score		
	EYFS	PSC	KS1	KS2	Read	Write	Maths
All	80	89	68	88	+3.7	+3.6	+6.1
Boys	79	92	60	91	+2.8	+3.3	+6.5
Girls	80	86	77	83	+4.9	+4.1	+5.5
Disadvantaged	100	100	0	80	+3.7	+2.1	+5.7
SEN Support	0	0	33	50	+6.4	-0.6	+4.4
EHCP	0	0	0	67	+2.8	-0.2	+6.7
EAL	75	93	53	85	+4.0	+3.2	+6.4
Asian	100	100	100	83	+4.2	+3.0	+5.8
Black	-	-	-	-	-	-	-
Chinese	100	100	50	100	-5.1	-2.2	+2.7
Mixed	67	92	71	77	+3.4	+3.1	+4.7
White	82	88	68	89	+3.8	+4.0	+6.5
Other	0	100	100	100	+7.0	+0.4	+8.5
National	65	76	54	58	0.0	0.0	0.0

**Groups of 10 or fewer pupils are shown in grey.*

Results indicate strong performances across all major groups (10 or more pupils) when compared to national data.

There is some evidence of greater value-added scores for girls in Reading and Writing and for boys in Maths. The school will continue to monitor these biases and with awareness look at any ways in which the curriculum, teaching or available materials may be skewed towards specific genders.

Appendices

1 2011 Census Data

Ethnic group - classifies people according to their own perceived ethnic group and cultural background

	Nearby (SW14 7)	LA (Richmond upon Thames)	England		
White	87.3%	86%	85.4%		
Asian	5.7%	7.3%	7.8%		
Mixed	4.1%	3.6%	2.3%		
Other	1.5%	1.6%	1%		
Black			1.4%	1.5%	3.5%

Religion

The voluntary question on religion in the 2011 Census was intended to capture people's religious affiliation and identification at the time of the Census irrespective of whether they practised or believed in that religion or how important it was in their lives.

	Nearby (SW14 7)	LA (Richmond upon Thames)	England
Christian	57.4%	55.3%	59.4%
No religion	27.8%	28.4%	24.7%
Religion not stated	8.4%	8.5%	7.2%
Muslim	2.7%	3.3%	5%
Jewish	1.3%	0.8%	0.5%
Hindu	1.1%	1.6%	1.5%
Buddhist	0.9%	0.8%	0.5%
Other religion	0.3%	0.5%	0.4%
Sikh	0.2%	0.8%	0.8%

Proficiency In English

Proficiency in English language classifies people whose main language is not English according to their ability to speak English.

	Nearby (SW14 7)	LA (Richmond upon Thames)	England
Main language is English	89.5%	89.6%	92%
Can speak English very well	6.3%	6.2%	3.3%
Can speak English well	3.5%	3.2%	3%
Cannot speak English well	0.8%	0.9%	1.4%
Cannot speak English	0%	0.1%	0.3%

