

**Roe Green Infants & Strathcona
School**

Equality information and objectives

Updated on: 01.03.2019

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation, as stated in the DFE guidance on British values November 2014.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and through the provision of Spiritual, Moral, Social and Cultural education we encourage further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures in line with our core values and ethos.

We welcome the emphasis in the Ofsted inspection framework on the importance of closing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- Boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact: Marina Aziz or via the school office

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Part 1: Information about the pupil population

Number of pupils on roll at the school: **560**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

There are pupils at our school with different types of disabilities and these include:

- Speech impairment
- ASD
- Social, Emotional & Behaviour
- Medical Needs

| Pupil Special Educational Needs (SEND) Provision | | |
|--------------------------------------------------|------------------|-------------------------------------|
| | Number of pupils | Percentage (%) of school population |
| Number of Children with Special Education Needs | 36 | 6.42% |
| School Support | 12 | 2.14% |
| School Support Plus | 20 | 3.57% |
| Statement/EHCP | 4 | 0.71% |

| Gender For SEND | |
|-----------------|----|
| Boys | 24 |
| Girls | 12 |

| Gender For Pupil Premium | |
|--------------------------|----|
| Boys | 11 |
| Girls | 18 |

| Gender For School | |
|--------------------------|-----|
| Boys | 290 |
| Girls | 270 |
| Total For School | 560 |

We have a very diverse community at Roe Green Infant & Strathcona School as shown in the table below:

| Ethnicity and race | | | | | | | |
|-------------------------------|-------------|--------------|--------------|-----------------------------|-------------|--------------|--------------|
| | Boys | Girls | Total | | Boys | Girls | Total |
| Asian or Asian British | | | | Mixed | | | |
| Bangladeshi heritage | 1 | 2 | 3 | Other mixed background | 5 | 8 | 13 |
| Indian Heritage | 73 | 65 | 138 | | | | |
| Pakistani heritage | 17 | 19 | 36 | White and Black Caribbean | 1 | 2 | 3 |
| Sri Lankan Tamil | 8 | 9 | 17 | | | | |
| Sri Lankan Sinhalese | 2 | 2 | 4 | | | | |
| Nepali | 1 | 1 | 2 | | | | |
| Filipino | 1 | 1 | 2 | | | | |
| Any Other Ethnic Group | | | | White | | | |
| Iraqi | 8 | 9 | 17 | English | 2 | 4 | 6 |
| Turkish | 1 | 1 | 2 | White Other | 1 | 1 | 2 |
| Kurdish | 0 | 1 | 1 | | | | |
| Iran | 1 | 1 | 2 | White Western European | 1 | 1 | 2 |
| Egyptian | 2 | 1 | 3 | | | | |
| Yemeni | 1 | 0 | 1 | | | | |
| Arab | 1 | 0 | 1 | | | | |
| Bosnia - Herzegovinian | 0 | 1 | 1 | White Eastern European | 110 | 80 | 190 |
| Kosovan | 3 | 0 | 3 | | | | |
| Greek | 3 | 0 | 3 | White European | 5 | 3 | 8 |
| Portuguese | 1 | 3 | 4 | | | | |
| Afghan | 11 | 13 | 24 | Chinese | 0 | 1 | 1 |
| Any other ethnic Group | 8 | 8 | 16 | Any other ethnic background | 7 | 3 | 10 |
| Nigerian heritage | 2 | 2 | 4 | | | | |
| Somali heritage | 7 | 12 | 19 | | | | |
| Caribbean | 4 | 10 | 14 | | | | |
| Italian | 0 | 1 | 1 | | | | |
| Other Asian | 0 | 1 | 1 | | | | |
| Other Black African | 2 | 3 | 5 | | | | |
| Other Black | 0 | 1 | 1 | | | | |

| Religion and Belief | | | |
|----------------------------|-----|----------------|----|
| Buddhist | 5 | Sikh | 1 |
| Christian | 243 | No religion | 13 |
| Hindu | 133 | Other Religion | 5 |
| Islam | 156 | Roman Catholic | 2 |

Sensitive information on pupils

Some information in relationship to protected characteristics we regard as sensitive. This includes gender identity/ gender reassignment and sexual orientation. It is not appropriate for us to collect information from pupils in relation to the above protected characteristics however, as a school we are aware that there may be a number of equality issues for children and members of staff who might have these protected characteristics.

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

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

The DfE (Department for Education) definition of EAL is pupils who regularly use one or more languages in addition to English.

| 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 | 270 | 260 | 530 | 95% |
| Number of pupils who are at an early stage of English language acquisition | 40 | 35 | 75 | 13% |

| Pupils from low-income backgrounds | | | | |
|-------------------------------------------------|-------------|--------------|--------------|----------------------------------------|
| | Boys | Girls | Total | Percentage of school population |
| Number of pupils eligible for free school meals | 11 | 12 | 23 | 4.1% |

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

As part of the public sector equality duty, schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage because of a protected characteristic.
- Our governing body has had training on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that we review every three years. The most recent review took place in spring 2019.
- We have a school anti-bullying policy that we review every three years. The most recent review took place in spring 2019. We take part in Anti-Bullying week every year.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational needs, ethnicity and race, gender, gender reassignment, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs disability policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that outlines the provision the school makes for pupils with special educational needs.
- Our admission procedures are fair and non-discriminatory. The procedures are applied consistently for every child coming into school and aim to meet individual needs.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- All staff comply with the teachers standards 2012. All new members of staff receive a copy of our handbook when they join the school.

As part of the public sector equality duty, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

How we advance equality of opportunity:

- Roe Green Infant & Strathcona School buildings are mainly well-designed to meet the needs of disabled pupils and staff. We have made a number of reasonable adjustments, including:
 - All classrooms, except six, have doors to the outside playground.
 - Use of these classrooms can be rotated to meet pupils' needs.
 - The majority of public access rooms are on the ground floor with no steps.
 - A new lift has been installed for access to the new library and art room.
 - Disabled toilets are available.
 - A lift provides access to Roe Green Junior School.
- Risk assessments are carried out for outings, P.E and as part of health & safety.
- The playground at RGI and RGS have coloured markings.
- All members of the school staff receive training in making the curriculum accessible to all pupils.
- The school continually seeks and follows the advice of LA services, such as specialist teacher advisors and SEND inspectors/advisors and of appropriate health professionals from the local NHS Trusts.
- The SEND coordinator (Head of school), is out of class five days to enable meetings with parents, LA advisors and other outside external agencies to take place as the need arises.
- PSAs (Parent Support Advisors) hold regular coffee mornings to address various concerns that parents raise.
- Two questionnaires are given to parents every year during parents evening.

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity. We enable all pupils to learn about the experiences of disabled pupils and the discriminatory attitudes they often experience. Opportunities include:
 - Visits to the local special school.
 - Stories and assemblies that show positive images of disabled pupils.
 - Anti-Bullying Week.
 - Inclusion Week.
 - International Evenings
 - Raising money for different charities e.g. wear it Pink, Sports relief.
 - Through assemblies, themed weeks e.g. Road safety Week.
 - As part of the PSHE / SEAL curriculum, story books and Circle Time address issues.

Ethnicity and race (including EAL learners)

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of EAL Pupils.
- Additional support is provided by specialist EAL teaching assistants and a teacher.
- Websites have been introduced that are interactive and accessible to EAL learners.
- Baseline assessments are carried out for all new arrivals after the first few weeks to ascertain their language acquisition.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- As a school we involve pupils, families and communities from different ethnic and cultural backgrounds on issues that might affect pupil achievement and well-being.

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events such as international evenings.
- We take part in events such as Black History Month and Inclusion Week.
- We link with groups, organisations and projects in the local community e.g. The Hindu temple outreach team, visit our school to hold talks about the Hindu faith.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- The school tackles bullying or harassment on the basis of race, ethnicity and culture by following the guidelines of the school behaviour policy.

Gender

How we advance equality of opportunity:

- Story books and non-fiction texts and comics have been purchased to engage the interest of both boys and girls.
- As part of the PSHE / SEAL curriculum equality issues are addressed when appropriate.

How we foster good relations and promote community cohesion:

- We respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We promote the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum. This is done by inviting parents to come to school to talk to children about their professions.
- PSA parent meetings are held to cover a wide range of interests and are open to everyone.

Religion and belief

How we advance equality of opportunity:

- Year group assemblies reflect the programmes of study that are covered in RE and different festivals are celebrated.
- Resources and artefacts reflect the different religious faiths at our school.
- Wall displays and table displays celebrate the many different festivals that take place during the year.

How we foster good relations and promote community cohesion:

- Every class presents an assembly for parents which may be linked to a religious festival.
- Members from the different faith groups come in to speak to children about their beliefs and festivals.
- The main festivals are celebrated in year group assemblies and multicultural evenings are organised for the school community.
- Children visit places within the local community to celebrate particular festivals e.g. gurdwaras, temples, mosques and churches
- Authorised absence of up to two days is given for any religious observance requirements.

Sexual orientation

How we advance equality of opportunity:

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We ensure that gay, lesbian and bisexual staff of staff feel comfortable, and are supported to be open about their sexual orientation.

How we foster good relations and promote community cohesion:

- Children are taught that it is inappropriate to discriminate against people because of their sexuality and that any use of homophobic language will not be tolerated.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as Mindfulness and well – being.
- We use opportunities in Circle Time and assemblies to talk about differences and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Parent / carers questionnaires.
- Formal and informal discussions with parents / carers and staff.
- Staff training and staff well-being questionnaires.
- Pupil voice, School Council, Circle Time.
- PSA coffee mornings.
- Governing Body meetings.

Record of consultation and engagement

| Date | Who we consulted | Summary | Action taken |
|-------------|-----------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------|
| 14.11.18 | Full Governing Body meeting. | Discussion of the Equality Act and the specific duties for schools. | Governor appointed as part of the Equality steering group. |
| 27.09.18 | Welfare Governing body committee. | Committee to look at the draft Equality Act Information and objectives. | |
| Feb '12 | PSA Coffee morning for Parents. | To look at the draft Equality Act Information and objectives | |
| 8.5.12 | Staff / Governors training. | Borough advisor / EMCO to deliver training on the Equality Act. | |
| 27.6.12 | Full Governing Body meeting. | To look at the draft Equality Act Information and objectives | |
| 21.3.13 | Full Governing Body meeting | Ratified the Equality Act | |
| 11.6.13 | | Updated the Equality Act | Published it to the school website. |
| 14.11.13 | | Updated the Equality Act | Republished it to the school website. |
| 12.6.14 | | Updated Equality Act | Republish to the school website |
| Autumn '14 | Gov. Body Curriculum Committee | Looked at the updated equality act | |

| | | | |
|----------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 6.11.14 | Gov. Body Curriculum Committee | Discussed School Improvement Plan, Raise on-line, S.E.F, Targets for coming year, Three policies reviewed. | |
| 18.9.14 | Gov. Body Welfare Committee | Discussed school meals, pupil premium, SEND, Health & safety termly check, safeguarding, three policies reviewed. | Items on H & S list remedied. |
| 12.11.14 | Full Governing Body meeting | Agenda included H.T's report, SACRE re-application, School core values & vision, Re-constitution of GB. Reports from committees | |
| 22.01.15 | Gov. Body Curriculum Committee | Discussed Attainment & Progress, School Effectiveness Framework, Committee terms of reference | |
| 5.02.15 | Gov. Body Welfare Committee | Discussed school meals, pupil premium, SEND, Bike Project, & Committee terms of reference, Five policies reviewed. | |
| 25.03.15 | Full Governing Body meeting | Agenda included H.T's report, British Values, Approval of budget for 2015/2016, Reports from Committees. | |
| 23.04.15 | Gov. Body Welfare Committee | Cooking, Spring Parents Questionnaire, Equality Plan Update, British Values, Five policies reviewed. | |
| 14.05.15 | Gov. Body Curriculum Committee | Discussed New national Curriculum, Ofsted dashboard 2014, Progress, Moderation & attainment of all groups of pupils in Spring term. Reviewed two policies. | |
| 17.09.15 | Gov. Body Welfare Committee | Discussed welfare at both sites, Pupil Premium, SEND, Personal development, behaviour & welfare as part of Ofsted inspections, six policies | |

| | | | |
|----------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | reviewed | |
| 24.06.15 | Full Governing Body meeting | .Agenda included H.T's report, Election of chair & Vice Chair for year, Staffing structure, Health & safety report, report on teaching & learning throughout the school. | |
| 26.09.15 | Governing Body Safeguarding Training | Conducted by outside trainer. | |
| 18.11.15 | Full Governing Body meeting | Discussed SEF and our core values and long term vision of the school, HT's report, received finance reports from finance , curriculum and welfare committees. Health & safety report, Agreed policy updates and adopted governors code of conduct. | |
| 23.03.16 | Full Governing Body meeting | Discussed Strathcona consultation, report from HT, Assessment without levels, approved budget 2016/2017, Recieved reports from committees, agreed policy updates, Governor training and visits to schools, TFL road safety. | |
| 22.06.16 | Full Governing Body meeting | Discussed Nursery rebuild, staffing structure for 2016/17. Election of chair & vice chair of governors. Recieved reports from committees, agreed policy updates CP policy and Teaching & learning throughout the school. | |
| 09.11.16 | Full Governing Body meeting | Report from HT, Raise online, Target setting and Assessment without levels, SEF, Reports from committees, Policy updates, Succession planning for Chair GB, H/S report. | |

| | | | |
|----------|-----------------------------|-----------------------|--|
| 12.11.17 | | Reviewed equality act | |
| 24.11.18 | | Reviewed equality act | |
| 27.03.19 | Full Governors Body Meeting | Equality Act | |

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: To ensure that the transition process, for our newly arrived pupils at Roe Green Infants & Strathcona School, is as smooth as possible.

Why we have developed this objective: At Roe Green Infant and Roe Green Strathcona School, we welcome new arrivals throughout the school year. Most are children with English as an additional language and many have not attended school previously.

What we are doing to meet this objective:

- We have developed and revised our admission and induction procedures for newly arrived pupils, including those with English as an additional language. These were put in place in September 2012. Feedback from parents has been very positive and this strategy is proving to be effective as the first port of call for newly arrived EAL parents to address any concerns they may have, after the first initial couple of weeks.
- A welcome book has been developed for newly arrived children. This is used both during home visits and in school induction meetings. Families are able to keep the books at home, prior to the week they start school. This has meant that the families have an opportunity to have a better understanding of the school routines and procedures before they start. Parents and families can discuss in their first language the book with their child to ensure a smooth transition process.
- In school, a photo of a newly arrived child is displayed in the inclusion area. The aim of this is to ensure that the whole school community is aware that a new child has started and to take an active responsibility in helping in the settling in process.
- We have spent £1000 acquiring appropriate resources to further meet the diverse needs of children, including EAL learners.
- Our ethnicity data is showing, the numbers of White Eastern European children has steadily increased. As of March 2019, it is now the first largest ethnic group in our school (33.92%).

Equality objective 2: To close the gaps in all areas of the curriculum for all pupils at Roe Green Infant and Roe Green Strathcona School.

Why we have developed this objective:

At Roe Green Infant and Roe Green Strathcona School, we have high expectations of all our pupils and are committed to raising achievement for all and closing the gaps for all groups of children.

What we are doing to meet this objective:

- A further £3000 has been spent on books yearly.
- Many of our newly arrived pupils have no previous schooling; a lot of books have been purchased for emergent readers.
- The new curriculum and schemes of work for English, Maths and Science are in place.
- Pupil Premium children are given extra support within school hours and after school.
- Children are put into phase ability groups for phonics.
- All high attainers in English and Maths are provided with extra support.
- Extensions classes are held after school for children in K.S 2 at Roe Green Strathcona School.
- All new schemes of work are made accessible for EAL learners through PDFs and other resources.
- The Assistant head for Inclusion monitors the progress and attainment of different groups of pupils and that of new arrivals in K.S 2 in our school.

Equality objective 3: To embrace and promote the British Values in our school.

Why we have developed this objective:

In our provision to meet the requirements of SMSC, at Roe Green Infant and Roe Green Strathcona School we are in the process of actively promoting the fundamental British values.

What we are doing to meet this objective:

- The Head teacher and the Assistant Head teacher for Inclusion are to attend training on promoting fundamental British values in schools.
- The school has recently published it's prevent duty and British Values to its school website.
- All staff will be provided with training on British values.
- The British values are in line with our core values and ethos.
- The school council is an elected body and represents the pupil voice in our school.
- Staff, parent and pupil questionnaires are collated twice in the year.
- Mock elections are held to promote democracy and the rule of law.
- We have been awarded a status of a Gold school for our work on sustainable travel by the Transport for London.
- We have been awarded a Bronze award for our work with the Green tree award.

Equality objective 4: To stamp out bullying and make the school a safe environment.

Why we have developed this objective:

At Roe Green Infant & Strathcona School, we have a strong ethos and core values that are incumbent to what we do, therefore, bullying is not tolerated and is taken very seriously and is dealt with straightaway.

What we are doing to meet this objective:

- Reception and Key Stage 1 classes have an Emotions board, which is used daily by the children to enable them to express how they feel at different times during the day.
- Key stage 2 children have access to a worry box and can sign up on the welfare officer's door for a time slot for a **Place 2 Talk**.
- The children and staff are trained on how to use the emotions board and the worry box effectively.
- Staff to address issues that children face straightaway and any issues regarding bullying will be dealt with straightaway.
- If issues cannot be resolved in class then incidents are recorded in the red book and the Head teacher or a member of the SLT deals with these incidents and if needed will hold a meeting with the parent.
- School council to hold a short 10 minute meeting weekly in their classes and two monthly meetings in Reception and Year One to enable children to voice their concerns or any issues.

Equality objective 4: To support children's emotional and mental well-being.

Why we have developed this objective:

- At Roe Green Infant / Strathcona School we have a PSHEC well-being teacher who has been training staff on aspects of "Mindfulness and Emotional well-being."
- The teacher has been teaching the children mindfulness techniques across both school sites.
- The SLT have carried out Performance management observations on mindfulness being taught in classrooms across the key stages.
- The PSHEC and well-being teacher is also monitoring the impact of how effective the teaching of PSHE is across the school.
- The school has been awarded a Bronze from the PSHE organisation.