

Keir Hardie Primary School & Children's Centre



Equalities Policy May 2016

Reviewed:	Autumn 2016
Date of Next Review:	Spring 2020

Equalities Policy

This policy was reviewed by the co-ordinator

Print Name

Signature

Date

This policy was reviewed by the Head Teacher

Print Name

Signature

Date

This policy was reviewed and agreed by the Chair of Governors

Print Name

Signature

Date

Public Sector Equality Duty at Keir Hardie Primary School

The Equality Act 2010 introduced a Public Sector Equality Duty (PSED) which applies to all public bodies, including schools. It requires public bodies to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a **protected characteristic** and those who do not.
3. Foster good relations between people who share a **protected characteristic** and those who do not.

Having due regard means consciously thinking about these three aims as part of the process of decision-making.

In addition, there are two other specific duties which public bodies must fulfil under the PSED:

4. Publish information about how the school meets its equalities duties.
5. Establish Equality objectives in the form of an Action Plan.

Protected characteristics

Disability

Sex (gender)

Race (ethnicity)

Religion and Belief

Sexual Orientation

Pregnancy and maternity

Gender Reassignment

The purpose of this policy is to publish information about how we meet our equalities duties. It is divided into the following sections.

- Section 1** Information about the different groups within our school population.
- Section 2** How we eliminate unlawful discrimination, harassment and victimisation.
- Section 3** How we advance the equality of opportunity between people who share a protected characteristic and people who do not share it.
- Section 4** How we foster good relations between people who share a protected characteristic and people who do not share it.

All of this information is taken from working documents such as the School Improvement Plan and Data Analysis. We already use this information to identify what we are doing well for our pupils and what we need to improve. A separate document, Equality Action Plan, details our objectives for the future and how we plan to achieve them. An Accessibility Plan is also in place, which outlines how we plan to improve accessibility to our school premises and the curriculum for all groups and individuals. All of these documents are available on the school website.

We hope you find this information clear and easy to understand. Should you have any comments or suggestions, we would be happy to receive them. Contact Sheila Symes, SENCO.

Section 1 - Information about the different groups within our school population

This is our school population. These are the groups of people for whom we need to plan services. As a school, our main function is to provide good access to educational opportunities and to 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. This data is for the academic year 2014 – 2015, the latest year for which we have a national comparison.

		Keir Hardie %	National %
Gender	Girls	53	49
	Boys	47	51
Ethnicity	White British	8.7	70.4
	Any other white background	19.2	5.1
	Black Caribbean heritage	5	1.3
	Black African heritage	28.5	3.5
	Black other	2.8	0.7
	Asian Indian	1.2	2.7
	Asian Pakistani	2.8	4.1
	Asian Bangladeshi	13.6	1.7
	Asian any other background	1.5	1.7
	Mixed white and Caribbean	1.9	1.4
	Mixed white and African	1.5	0.6
	Any other minority ethnic group	11.1	1.6
	Ethnicity not known	0.3	0.5
	Home language	First language English	30.7
English as an additional language		69.3	17.3
Free school meals	Eligible	65	26
Religion/belief	Christianity	46	
	Islam	33	
	Other	21	
Special Educational Needs	SEN support	13	13
Profile of need	Education, Health, Care Plan	0.5	1.4
	Specific Learning Difficulty	10	
	Moderate Learning Difficulty	8	
	Severe Learning Difficulty		
	Profound & Multiple Learning Difficulty	2	
	Social Emotional & Mental Health	14	
	Speech Language & Communication Need	26	
	Hearing Impairment	2	
	Visual Impairment		
	Multi –sensory impairment		
	Physical Impairment		
	Autistic Spectrum Disorder	12	
	SEN support but no Specialist Assessment of type of need	26	
	Other Difficulty/Disability (medical needs)		
	Pupil mobility	Mobility	39.3

Attendance 2014-2015

	Keir Hardie %	National %
Overall attendance	95.9	96
Persistent absentees	4.6	2.7
Persistent absentees (boys)	4.2	2.9
Persistent absentees (girls)	4.9	2.6

Comments

Learning Mentors work proactively with families and the Attendance Service to ensure attendance is as high as possible. They work to improve the overall attendance percentage and to reduce the percentage of children who are persistently absent (below 90%).

Pupils with full attendance are recognised and rewarded in termly and annual "100% attendance" parties.

Section 2 – Eliminate unlawful discrimination, harassment and victimisation.

The school meets this duty in the following ways:

- The SMSC/P.S.H.E. curriculum promotes a positive image of all members of society and celebrates difference. The use of "Big Questions" allows pupils to explore their own feelings, views and opinions and to listen to and respect those of others.
- The school has just introduced an annual Rights and Respect Week with lessons, workshops and assemblies focusing on individual rights and responsibilities in school and the wider society.
- The school has a strong focus on e-safety and teaching pupils (and parents) the ways in which pupils can be vulnerable to abuse and cyberbullying online. E-safety is at the heart of the computing curriculum for all year groups and regular workshops are held for parents to ensure they understand how best to protect their children from potential online abuse.
- The school has a behaviour policy and procedures which are understood by all staff and pupils and which are consistently followed. There is a system of rewards and consequences in place to encourage good behaviour and positive relationships and to discourage inappropriate, disruptive or bullying behaviour. This behaviour policy is reviewed annually. All new staff receive induction in the school's behaviour policy and procedures. Classes also devise their own codes of conduct.
- The school has a code of conduct for staff which outlines how staff are expected to behave in a professional manner towards pupils and each other at all times. Any breaches of this code of conduct are dealt with by the headteacher.
- Parents are informed of the school's expectations regarding their own conduct on school premises via the school handbook. There are clear guidelines on whom to approach with concerns or complaints. Should a parent breach this code of conduct, the headteacher may issue a temporary ban from school premises.
- Anti-bullying is an annual curriculum focus in all year groups. Children learn what bullying is and what to do if they are being bullied or if they know that someone else is being bullied.

The school has a “Speak Up” approach. All incidents of bullying are dealt with by a member of the Senior Leadership Team and parents of both the victim(s) and bully(ies) are involved in resolving the issue. For further information see our anti-bullying policy.

- All incidents of racist behaviour are dealt with by a named member of staff (currently the Special Needs Co-ordinator) and are recorded in line with Newham guidelines. Parents are informed of all racist incidents.
- The school takes preventative steps wherever possible to avoid excluding pupils. Where exclusions are deemed necessary, the school complies with The Equality Act 2010

Year	2014 - 2015	2015-16
Number of exclusions	0	5
Number of racist incidents recorded	1	2

Section 3 – Advance the equality of opportunity between people who share a protected characteristic and people who do not share it

The main thing we do as a school is to provide equal access to high quality education for all pupils in our school and to promote achievement and attainment for all. In order to ensure this, we use data to compare the progress and attainment of individual pupils and groups. Where analysis shows a marked difference between progress and attainment of individuals or groups, the school acts to address these differences (see School Development Plan 2015-2016).

The latest national data for the year 2014-2015 is as follows:

Early Years Foundation Stage (EYFS)

		Percentage of pupils achieving a good level of development				Percentage of pupils achieving at least expected in											
		Communication and language		Literacy				Mathematics									
		Listening and attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, space and measures									
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat		
	Cohort	59	68	66													
All Pupils		86	86	80	85	81	84	81	76	75	71	73	77	76	81		
Gender																	
Male	29	76	81	72	81	72	80	76	71	72	64	76	74	72	77		
Female	30	97	91	87	90	90	89	87	82	77	78	70	81	80	85		
Free School Meals																	
FSM	15	93	77	80	77	80	75	87	62	73	56	80	64	80	69		
Non FSM	44	84	87	80	87	82	86	80	79	75	74	70	80	75	83		

		Percentage of pupils achieving at least expected in																				
		Physical development				Personal, social and emotional development				Understanding the world				Expressive arts and design								
		Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative											
		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat							
	Cohort	59	93	90	86	91	86	89	85	87	88	89	83	85	81	85	90	92	83	88	81	87
All Pupils																						
Gender																						
Male	29	90	85	83	88	76	85	79	82	79	85	72	81	72	82	83	91	66	82	69	82	
Female	30	97	94	90	94	97	92	90	93	97	93	93	89	90	89	97	93	100	94	93	93	
Free School Meals																						
FSM	15	93	83	93	85	87	82	93	79	93	82	93	75	93	75	100	86	93	80	87	79	
Non FSM	44	93	91	84	92	86	90	82	89	86	90	80	87	77	87	86	93	80	89	80	89	

Comments

- Overall percentage of pupils achieving a good level of development is higher than national.
- Percentage of boys achieving a good level of development is higher than national.
- Percentage of girls achieving a good level of development is lower than national.
- Girls at least on a par with girls nationally in all areas except Maths.
- Boys on a par with boys nationally in Literacy, Maths and PD but below boys nationally in CLL, PSED, UW and EAD.
- Girls at KH outperforming boys at KH in all areas except number.

Key Stage 1

Percentage of pupils attaining at or exceeding expected level

Percentage of Key Stage 1 pupils achieving level 2c or above

This report shows the percentage of pupils in the school and nationally who attain or surpass the required standard for each level. Statistical significance tests have been performed.

	Reading				Writing				Mathematics			
	Cohort	School	National	Sig	Cohort	School	National	Sig	Cohort	School	National	Sig
All Pupils	59	90	90		59	97	88	Sig+	59	92	93	-
Gender												
Male	28	82	88	-	28	93	83	-	28	86	91	-
Female	31	97	93	-	31	100	92	-	31	97	94	-
Free School Meals*												
FSM	30	87	84	-	30	93	79		30	90	88	-
Non FSM	29	93	93	-	29	100	90	-	29	93	95	-
Children Looked After												
CLA	0	0	73	-	0	0	65	-	0	0	76	-
Not CLA	59	90	91		59	97	88	Sig+	59	92	93	-
Disadvantaged pupils												
Disadvantaged pupils	30	87	84	-	30	93	79		30	90	87	-
Other pupils	29	93	93	-	29	100	91	-	29	93	95	-
English as a First Language												
English or believed to be English	21	86	91	-	21	100	88	-	21	90	93	-
Other than English or believed to be other	38	92	88	-	38	95	85		38	92	91	-
Unclassified	0	0	55	-	0	0	52	-	0	0	66	-
Special Educational Needs												
No SEN	57	93	96	-	57	98	94	-	57	95	98	-
SEN support	2	0	64	-	2	50	55	-	2	0	73	-
SEN with statement or EHC plan	0	0	27	-	0	0	21	-	0	0	29	-
Ethnicity Group												
White												
British	6	67	91	-	6	100	88	-	6	83	94	-
Irish	0	0	91	-	0	0	87	-	0	0	94	-
Traveller of Irish Heritage	0	0	57	-	0	0	51	-	0	0	67	-
Gypsy/Roma	0	0	48	-	0	0	44	-	0	0	59	-
Any other White background	9	100	85	-	9	100	82	-	9	100	91	-
Mixed												
White & Black Caribbean	4	75	90	-	4	100	86	-	4	75		
White & Black African	0	0	91	-	0	0	88	-	0	0		
White & Asian	0	0	93	-	0	0	91	-	0	0		
Any other mixed background	1	100	91	-	1	100	88	-	1	100		

Asian or Asian British												
Indian	0	0	95	-	0	0	93	-	0	0	96	-
Pakistani	3	100	89	-	3	100	86	-	3	100	90	-
Bangladeshi	10	80	90	-	10	80	88	-	10	80	92	-
Any other Asian background	0	0	92	-	0	0	89	-	0	0	93	-
Black or Black British												
Black Caribbean	2	100	90	-	2	100	86	-	2	100	91	-
Black African	15	93	92	-	15	100	89	-	15	93	92	-
Any other Black background	2	100	89	-	2	100	87	-	2	100	91	-
Chinese												
Any other ethnic group	0	0	92	-	0	0	91	-	0	0	96	-
Unclassified - Refused	7	100	87	-	7	100	84	-	7	100	90	-
Unclassified - Information not obtained	0	0	90	-	0	0	87	-	0	0	92	-
	0	0	61	-	0	0	57	-	0	0	70	-
<hr/>												
Term of Birth												
Autumn	24	96	93	-	24	100	91	-	24	100	95	-
Spring	17	76	91	-	17	94	88	-	17	76	93	-
Summer	18	94	88	-	18	94	84	-	18	94	90	-

Comments

- KH girls attaining higher than KH boys in all core subjects.
- KH girls outperforming girls nationally.
- KH boys doing less well in Reading and Maths than boys nationally.
- FSM pupils doing well compared to national standards.
- Non FSM pupils attaining slightly better than FSM pupils at KH.
- EAL pupils outperforming EAL pupils nationally.
- FLE pupils slightly below national standard in Reading and Maths.
- SEN pupils significantly below SEN pupils nationally in Reading and Maths.
- White British, Bangladeshi and Mixed White/Caribbean pupils attaining less well than their counterparts nationally. All other ethnic groups performing as well as or better than the same groups nationally.

Key Stage 2

Percentage pupils attaining or exceeding expected levels

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling		
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %
All Pupils	41	100	80	Sig+	41	100	87	Sig+	41	100	89	-	41	100	87	Sig+	41	100	80
Gender																			
Male	17	100	77	-	17	100	87	-	17	100	87	-	17	100	83	-	17	100	76
Female	24	100	83	-	24	100	87	-	24	100	91	-	24	100	91	-	24	100	84
Free School Meals*																			
FSM	36	100	70	Sig+	36	100	80	Sig+	36	100	83	Sig+	36	100	79	Sig+	36	100	71
Non FSM	5	100	84	-	5	100	90	-	5	100	92	-	5	100	90	-	5	100	84
Children Looked After																			
CLA	0	0	53	-	0	0	65	-	0	0	71	-	0	0	63	-	0	0	56
Not CLA	41	100	80	Sig+	41	100	87	Sig+	41	100	89	-	41	100	87	Sig+	41	100	80
Disadvantaged pupils																			
Disadvantaged pupils	36	100	70	Sig+	36	100	80	Sig+	36	100	83	Sig+	36	100	79	Sig+	36	100	71
Other pupils	5	100	85	-	5	100	90	-	5	100	92	-	5	100	90	-	5	100	84
Prior Attainment																			
Low	10	100	33	-	10	100	53	-	10	100	58	-	10	100	47	-	10	100	34
Middle	21	100	88	-	21	100	93	-	21	100	95	-	21	100	95	-	21	100	87
High	3	100	99	-	3	100	100	-	3	100	100	-	3	100	100	-	3	100	100
Non-mobile pupils																			
Pupils on roll throughout years 5 & 6	34	100	81	Sig+	34	100	88	-	34	100	90	-	34	100	88	-	34	100	81
English as a First Language																			
English or believed to be English	10	100	81	-	10	100	87	-	10	100	90	-	10	100	88	-	10	100	80
Other than English or believed to be other	31	100	77	Sig+	31	100	86	-	31	100	84	-	31	100	83	Sig+	31	100	80
Unclassified	0	0	43	-	0	0	54	-	0	0	54	-	0	0	49	-	0	0	47
Special Educational Needs																			
No SEN	37	100	90	-	37	100	94	-	37	100	95	-	37	100	95	-	37	100	89
SEN support	4	100	43	-	4	100	64	-	4	100	68	-	4	100	57	-	4	100	45
SEN with statement or EHC plan	0	0	16	-	0	0	26	-	0	0	30	-	0	0	21	-	0	0	20
Ethnicity Group																			
White																			
British	2	100	81	-	2	100	87	-	2	100	90	-	2	100	88	-	2	100	80
Irish	0	0	85	-	0	0	90	-	0	0	92	-	0	0	90	-	0	0	83
Traveller of Irish Heritage	0	0	43	-	0	0	59	-	0	0	62	-	0	0	52	-	0	0	42
Gypsy/Roma	0	0	29	-	0	0	45	-	0	0	44	-	0	0	39	-	0	0	31

Any other White background	6	100	73	-	6	100	84	-	6	100	81	-	6	100	79	-	6	100	75
Mixed																			
White & Black Caribbean	0	0	77	-	0	0	84	-	0	0	88	-	0	0	86	-	0	0	77
White & Black African	0	0	81	-	0	0	87	-	0	0	90	-	0	0	88	-	0	0	83
White & Asian	0	0	85	-	0	0	90	-	0	0	92	-	0	0	91	-	0	0	86
Any other mixed background	2	100	82	-	2	100	88	-	2	100	90	-	2	100	88	-	2	100	83
Asian or Asian British																			
Indian	0	0	87	-	0	0	92	-	0	0	92	-	0	0	92	-	0	0	90
Pakistani	1	100	77	-	1	100	85	-	1	100	85	-	1	100	85	-	1	100	82
Bangladeshi	7	100	83	-	7	100	89	-	7	100	90	-	7	100	89	-	7	100	87
Any other Asian background	2	100	84	-	2	100	91	-	2	100	89	-	2	100	89	-	2	100	88
Black or Black British																			
Black Caribbean	3	100	75	-	3	100	82	-	3	100	88	-	3	100	85	-	3	100	79
Black African	15	100	81	-	15	100	86	-	15	100	89	-	15	100	88	-	15	100	85
Any other Black background	1	100	77	-	1	100	83	-	1	100	87	-	1	100	85	-	1	100	80
Chinese	0	0	88	-	0	0	96	-	0	0	91	-	0	0	91	-	0	0	90
Any other ethnic group	2	100	76	-	2	100	86	-	2	100	83	-	2	100	82	-	2	100	79
Unclassified - Refused	0	0	81	-	0	0	87	-	0	0	90	-	0	0	88	-	0	0	83
Unclassified - Information not obtained	0	0	52	-	0	0	62	-	0	0	63	-	0	0	58	-	0	0	55

Value added progress KS1 to KS2

School Score	Boys		Girls		FSM+		Non FSM+		CLA		Not CLA		Disadvantaged pupils		Other pupils			Low			Middle			High			On-roll throughout Yrs 5&6			First Language : English			First Language : Other			First Language : Unclassified			SEN with statement or EHC plan									
Cohort for VA	34	15	19	32	2	0	34	32	2	10	21	3	30	8	26	0	30	4	0																													
School Score	102.7	102.9	103.2	103.0	103.6	-	103.1	103.0	103.6	105.5	102.1	101.9	103.1	102.5	103.3	-	102.8	105.0	-																													
95% confidence interval	0.7	1.3	1.2	0.9	3.6	-	0.9	0.9	3.6	1.6	1.1	2.9	0.9	1.8	1.0	-	0.9	2.6	-																													
Group national mean	100.0	100.1	99.8	99.8	100.1	99.7	100.0	99.7	100.1	100.2	100.0	99.8	100.0	99.8	100.7	99.2	100.1	99.3	97.9																													
Significance from national average for group	Sig+	Sig+	Sig+	Sig+		-	Sig+	Sig+		Sig+	Sig+		Sig+	Sig+	Sig+	-	Sig+	Sig+	-																													
Significance from overall national average	Sig+	Sig+	Sig+	Sig+		-	Sig+	Sig+		Sig+	Sig+		Sig+	Sig+	Sig+	-	Sig+	Sig+	-																													

ie definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage.
w attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18).
jh attaining are those above Level 2 at Key Stage 1 (APS≥18).

Comments

100% of KH pupils attained at or above expected level in all subjects areas.
KH attainment exceeds national attainment for all groups in all subject areas.

Value added progress shows progress for all groups at KH was significantly higher than the same groups nationally.

Other ways in which we advance equality of opportunity

Area	Steps taken
Teaching and Learning	<p>Teachers assess pupils termly in the core subjects and annually in the foundation subjects. This data is analysed by the assessment co-ordinator, the SENCO and the EAL co-ordinator and underperforming individuals and groups of pupils are identified and highlighted to teachers. The SLT uses this analysis to review and adapt current provision and intervention to meet the needs of pupils across the school.</p> <p>At termly pupil progress meetings, teachers identify groups and individuals who are doing less well and intervention strategies are put into place to address under performance.</p> <p>There is an expectation that teachers work with all children in their class, including those with special educational needs.</p> <p>A wide range of intervention programmes are in place from Nursery to year 6 to support individuals and groups of pupils who are underperforming.</p> <p>New to English classes are run for pupils admitted mid-phase with little or no English.</p>
Admissions and Transfer	<p>Keir Hardie School is open to all children and admissions are made through the Newham Admissions Service.</p> <p>Pupils with known SEN or medical needs are supported on entry to the school by arrangements being made prior to their start date.</p> <p>Interpreters are used at all parents' evenings and at any meeting, including admission interviews, where parents/carers do not speak English (including BSL interpreters).</p> <p>Systems are in place to facilitate smooth transitions between year groups, phases and when pupils transfer to another school either mid-phase or at the end of year 6. Comprehensive information is passed on to new schools at a borough transition day.</p>
Pupil participation	<p>Extra-curricular provision is open to all pupils. Where necessary, risk assessments and extra support is put into place so that pupils with SEN or disabilities can participate alongside their peers.</p> <p>The school offers a Breakfast Club and an After School Club to all pupils. Where necessary, risk assessments and extra support is put into</p>

	<p>place so that pupils with SEN or disabilities can participate alongside their peers. In cases of financial hardship, costs may be reduced or waived.</p> <p>School journeys, educational visits and visitor workshops are selected and organised so that all pupils can take part. This may involve arranging alternative forms of transport. No child is ever prevented from taking part due to financial hardship.</p>
Parental participation	<p>Interpreters are used at all parents' evenings and at any meeting, including admission interviews, where parents/carers do not speak English.</p> <p>Weekly parent workshops on a wide range of subjects support parents/carers to work with the school in the education of their child.</p> <p>A member of staff has responsibility for increasing parental participation.</p>
Flexible curriculum arrangements	See Accessibility plan
Physical environment	See Accessibility plan

Section 4 – Foster good relations between people who share a protected characteristic and people who do not share it

We want our school community to be a welcoming environment for all who work and visit. We recognise that, as a community hub and a place of education, we have a large role to play in contributing to community

cohesion, both now and in the future. We want to foster an environment where all people feel equally valued and respected. Below are outlined the ways in which we do this.

Area	Steps taken
Personal, social and emotional well-being.	<ul style="list-style-type: none"> • P.S.H.E. curriculum. • Weekly assembly themes that address social and emotional issues, e.g. friendship, honesty. • Buddy system for new admissions. • Breakfast and After School clubs. • Clubs before and after school and at lunchtime. • School counsellor for identified pupils with social, emotional and behavioural difficulties. • 3 learning mentors aligned to different phase groups; they run friendship and social skills group, transition programmes for year 6 pupils and 1:1 mentoring.
Positive imagery	<ul style="list-style-type: none"> • High-quality displays celebrate and reflect the cultural and religious diversity of the school as well as providing positive images of gender and disability. • Dedicated Heritage and Refugee weeks teach a positive view of different backgrounds and cultures and challenge stereotypes. • Life Channel.
Cultural identity, religion and belief	<ul style="list-style-type: none"> • R.E. curriculum. • Annual visits to places of worship by all year groups. • Year group assemblies to celebrate and teach about major faith celebrations (Christmas, Easter, Eid, Diwali, Chinese New Year, Weeks. • Weekly music assemblies. • A lunch menu which includes foods from different cultures. • School Carnival • Community Fair-cultural food and dress are celebrated • Art curriculum includes focus on art from different cultures. • Spanish lessons for KS2 pupils. • KS2 Music lessons by trained musicians.
Partnerships with parents	<ul style="list-style-type: none"> • Dedicated co-ordinator for parental participation. • Weekly parent workshops. • Annual Community Fayre. • Christmas performance. • Year 6 leavers' assembly. • School website. • Children's Centre outreach hub • Inclusion Quality Mark review and Assessment • Children's University
Partnerships with the wider community	<ul style="list-style-type: none"> • Fundraising for local and national charities such as Richard House Hospice and Unicef. • FTSE volunteers support children's reading in school. • Links with Barclays Bank at Canary Wharf. • Partnership working with 15Billion EBP – Work Week and Children's University. • Children participate in borough and London-wide sporting events and competitions. • Links with Summerdale Court – local residence for the elderly;

	<ul style="list-style-type: none"> choir performances and Community Fair. • Links with Newham Language Shop interpreting service. • Partnership with the Regeneration Team • School facilities available for hire to local groups. • Links with Cumberland School – sports coach • Links with Rokeby school MFL department. • Links with Royal Docks School
Student voice	<ul style="list-style-type: none"> • Annual pupil survey which feeds into SDP. • School Council • School Prefects • Fairtrade Group • Green Ambassadors • Subject co-ordinators consult with pupils about teaching and learning in their subject area as part of annual monitoring.
Removing barriers and reasonable adjustments	<ul style="list-style-type: none"> • Referrals and consultation with advisory services: Educational Psychologist, Language, Communication and Interaction Service (LCIS), Speech and Language Therapy Service, Occupational Therapy Service, Behaviour Support Service, Child Development Centre, Child and Family Support Service. • The school buys in a Speech and Language Therapist for 1 day per week. • The school buys in a School Counsellor 1.5 days per week. • The school building, opened in 2014, was designed with full access for pupils and adults with physical disabilities. It has two lifts and sizeable hygiene rooms on two floors. All doors are wide enough to admit a wheelchair. • Fortnightly Inclusion meetings identify vulnerable pupils and families and target their needs. • Medical Care plans are in place for all pupils with ongoing medical conditions. • Risk assessments are drawn up for pupils or adults with physical disabilities or short-term injuries. • A programme of 1:1 or group interventions is in place, reviewed termly. • A member of staff is trained in BSL. • The school is proactive in ensuring that all staff regularly receive training and updates on CP and safeguarding. • See SEN and EAL policies. • Participation in the Head Start Project, building resilience and emotional wellbeing for target pupils.
Areas we need to improve:	
Continue to build partnerships with Parents:	<ul style="list-style-type: none"> • Improve parental involvement in school life • To offer Speech and Language sessions to EYFs parents. • Triple P parenting classes. • To create a ‘Thank you’ feedback card for all workshops • To make workshops more parent friendly. • To explore the possibility of forming a PTA
Continue to improve learning behaviour and resilience for target pupils:	<ul style="list-style-type: none"> • Head Start Project • Learning Mentor Support • Support from the Behaviour Support Team

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| | <ul style="list-style-type: none">• Links with Secondary schools• Raise aspirations/Role Models• Team building projects• errrrrrrrrr |
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The school fosters an inclusive culture to reflect the diversity of the stakeholders and Freedom of Expression is important within our school environment, Pupils as well as staff are free to express a range of views, within reason. However, staff and pupils are encouraged to use internal safeguarding reporting systems and whistle blowing if there are concerns around hate speech and inciting violence. Staff are vigilant in recognising pupils vulnerable to radicalisation in order to protect these pupils.