Winsor Primary School

BE THE DIFFERENCE

Equality Duty

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Public Sector Equality Duty at Winsor Primary school

Welcome to Equalities at Winsor Primary School. You will find information here about how the school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires public authorities, including schools to comply with and to publish information about Equalities.

At Winsor we aim to safeguard those who may face inequality or harassment due to one or more of the **9 'Protected Characteristics'**. These are protected from discrimination under equality legislation - **The Equality Act (2010)**.

The 9 Protected Characteristics are:

- Age
- Disability
- Sex
- Sexual orientation
- Race
- Religion or belief
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity

General Duties

The three aims of the Public Sector Equality Duty are:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities

Winsor Primary School Equalities Information and Analysis

Winsor School is a three form entry school with a Nursery which can accommodate up to 78 part time places.

The majority of the children come from the local area, although an increasing number of pupils are coming from further afield with a small proportion of pupils who live out of the borough. The majority of pupils come from homes rented from the council or housing associations and some are in temporary accommodation. There are also a small number of privately owned homes. A growing proportion of families are living with other family or friends.

The proportion of pupils attending from a range of minority ethnic groups is high compared to the national average.

A high proportion speak English as an additional language, and, of these, some join the school with little or no spoken English.

The proportion of disabled pupils or those who have special educational needs is broadly in line with the national average. Winsor has 4.33 % of pupils in receipt of EHCPs.

Source:

https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

National data on pupil statistics is available at the following website:

https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics

https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

Profile of Pupil Population	2023 (Jan 24)	2024 (Jan 25)	2026 (Jan 26)
Number on roll	618	590	577
Male %	54.36	47.28	46.79
Female %	45.63	52.71	53.21
Ever FSM 6 %	29.77	31.18	34.84
SEN Statement/EHC	4.04	4.06	4.33
SEN support %	8.57	8.98	14.21
EAL %	50.8	53.73	46.45

Ethnicity

The main ethnic groups represented in the school are:

White – Eastern European - 20%
Bangladeshi – 14.43%
White British 7.13%
Pakistani - 6.09%
White - Any other background - 5.91%
Indian - 5.57%
Other Black African - 5.57%
Other Black background - 4.52%
Any other mixed background - 4.17%
White European - 2.43%
White and Asian - 2.26%
Black Caribbean - 2.09%

42 languages other than English are spoken throughout the school. The main languages spoken are Bengali, Romanian, Lithuanian, Portuguese, Russian, Arabic, Bulgarian, Urdu and Polish.

Promoting Opportunities for Our School Community:

Examples	**Steps the School has Taken (Case Studies)**
Teaching and Learning:	The School Self-Evaluation Form (SEF) outlines the quality of education for pupils with SEND. Interventions are time-limited and include both individual 1:1 sessions and small group programmes. Our speech and language provision includes Colourful Semantics, Language Enrichment Groups, Language for Thinking, Social Skills Groups and Transition to Secondary School programmes. Social skills and emotional regulation support is provided through Thrive sessions, Lego Therapy and Zones of Regulation. Additional interventions are agreed within each year group based on needs identified through assessments and pupil progress meetings. These interventions include RWI tutoring, maths and English support, reading interventions, Lexia and activities to support the development of fine motor skills. For pupils with more complex SEND needs, a number of specialist interventions are provided as part of their individualised timetables. These include Attention Bucket, messy play, Get Set for Learning, sensory music, sensory stories and MATT group sessions. High-quality teaching is prioritised across the school. Behaviour systems are consistent across the school in order to maintain a calm, caring and secure environment where pupils have the best possible opportunity to learn. These systems are monitored regularly through classroom observations and are outlined in the school's Behaviour Policy. Where possible, the curriculum reflects the diversity of our school community. Carefully selected books and resources promote inclusion and provide opportunities for pupils to see themselves represented in literature. These texts also support discussions around race, identity and diversity. To ensure staff have the knowledge and skills needed to support pupils with a range of needs, bespoke training is provided for both teachers and teaching assistants. This year training has included Zones of Regulation, Special Interests Groups and Box Clever.

Admissions and Transfer:	Parents and carers meet with the Admissions Officer and Family Support Worker prior to admission. Where necessary, bilingual staff are available to act as translators, and detailed discussions take place regarding the needs of pupils with SEND. The SENCo may attend the admissions meeting and may also conduct a home visit or visit the pupil's current educational setting. School visits and staggered admission programmes may be arranged, alongside liaison meetings with health professionals and learning support services prior to admission, to ensure that pupils' needs are carefully planned for. Year 6 to Year 7 transition meetings take place to ensure that information about vulnerable pupils and those with SEND is shared effectively with secondary schools. Relevant staff, including the SENCo and Pastoral Lead, meet with SEND staff from the receiving secondary schools. Pupils in Year 6 are invited to attend planned transition visits to become familiar with staff, timetables, classrooms, facilities and peer groups at their new school. For pupils with SEND who may require additional support, the SENCo may arrange further transition visits to support a smooth and successful transition to secondary education.
Participation :	Parents and carers have access to a translation tool on the school website to support communication. The school library also includes a selection of dual-language books which pupils can take home to share with their families. Opportunities for pupils from protected groups to participate in the school community include: ● Cultural Week, celebrating the diversity of our school community ● Assemblies that promote respect for difference and raise awareness of different cultures and faiths ● Workshops and events featuring music and traditions from different cultures ● Visits from representatives of a range of faiths ● Participation in the School Council, enabling pupils to contribute to school improvement

	• Activities linked to our work as a Rights Respecting School, raising awareness of children's rights • Exposure to poetry, stories and influential figures from a wide range of cultures • Visits from motivational speakers • Regular class meetings (Years 2–6), where questions or topics are discussed and voted on by pupils following discussions with the School Council When making relevant decisions, including those relating to participation in school activities, the school uses the Public Sector Equality Duty as a framework to identify and consider the needs of all pupils and ensure equality of opportunity.
Student progress:	Pupil attainment and progress are monitored through termly assessments and detailed analysis of attainment data. Class teachers, core subject leaders and the SENCo review this information to ensure that appropriate adjustments are made to provision. Pupil progress is further monitored through lesson observations, planning scrutiny and the review of pupils' work. The school works with external agencies who provide specialist advice and recommendations regarding strategies, planning and resources to support pupils' needs. Detailed written reports are produced to outline pupils' progress, identify their areas of need and support ongoing assessment. Staff training on moderation and levelling of work takes place to ensure consistent and accurate assessment across the school. Pupil Progress Meetings are used to identify and address performance gaps between groups of pupils and to plan appropriate support and interventions. Pupils who are working below the National Curriculum are assessed through close collaboration between class teachers, 1:1 support staff and the SENCo to ensure their progress is carefully monitored

Flexible curriculum arrangements	A range of strategies are used to support pupils' individual needs. These include individual learning timetables, adapted timetables, behaviour systems, rewards and sanctions, and the use of peer buddies to support pupils who are new to English. For statutory assessments such as SATs, applications are made where appropriate for access arrangements, including extra time and/or the use of a scribe, particularly for pupils with SEND. Reasonable adjustments are made to ensure that pupils with disabilities can fully access educational visits. Risk assessments outline the adjustments required to support participation and take into account the medical needs of pupils. The school also ensures that pupils with SEND are given opportunities to participate in specialised activities and educational visits, enabling them to access the wider curriculum and school experiences alongside their peers.

Analysis/comments:

Areas we have developed this year

1. **To raise levels of attainment in core subjects for vulnerable learners**

   Writing lessons in Year 1 and Year 2 are currently taught in sets, allowing teachers to provide more focused teaching and targeted support for the lowest 20%.

   Phonics interventions are provided for pupils who require additional support to secure sound recognition, blending and segmenting skills. In mathematics,

   Number Bots has been introduced in EYFS and KS1 to support fluency in number bonds. This provides pupils with engaging opportunities to practise key number facts both in school and at home while allowing teachers to monitor progress and identify areas for further support.

2. **To raise the overall attendance of pupils across the school to match the national average**

   As of February, the school's attendance rate was approximately 94%, above the national average of 93.4%. The attendance officer has consistently monitored attendance, sending letters and meeting with parents when attendance becomes a concern. A display in the main hall also celebrates

each class's attendance achievements to promote and encourage good attendance.

3. **To develop parental involvement within the school by encouraging and supporting parents to become volunteers.**

   The school has a number of parent volunteers who support different activities. One volunteer has progressed to join an agency and is now working in the school, covering a member of support staff who is currently on long-term sickness leave.

   In KS1, there has been a strong turnout at parent meetings focused on supporting their children's learning.

Areas we would like to improve on next year:

1. **To improve outcomes in Communication and Language, particularly speaking and listening, for pupils in the Early Years Foundation Stage so that a greater proportion achieve the Expected Level of Development (ELG).**

2. **To increase parental engagement in Key Stage 2 by providing more opportunities for parents to attend workshops, meetings and school events focused on supporting their child's learning.**

Section 3. Foster Good Relations between those who share a protected characteristic and those who do not

We want our school community to be a welcoming and comfortable environment for everyone who comes here. We aim to foster an open and inclusive atmosphere where all individuals are valued and treated with dignity and respect.

We are committed to ensuring equality of opportunity for all pupils, staff, parents and carers, regardless of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which everyone connected to the school feels proud of their identity and able to participate fully in everyday school life.

We strive to provide all pupils with the opportunity to succeed and to reach the highest possible level of personal achievement. In doing so, we seek to remove barriers to participation, progression, attainment and achievement.

Examples	**Steps the School has Taken (Case Studies)**
Social and Emotional Wellbeing:	Our Pastoral Team consists of the Pastoral Manager, Family Support Worker and two Learning Mentors. Members of the pastoral team are trained Thrive Practitioners and provide support for the social and emotional needs of our pupils. The Thrive approach supports staff in developing a greater understanding of the emotional and social development appropriate for a child's age. By identifying pupils' developmental needs, targeted interventions can be put in place, either on a 1:1 basis or within small groups. These interventions support pupils in becoming more engaged in their learning, developing resilience when faced with challenges and building the skills needed to form and maintain positive relationships. Robust safeguarding procedures are in place across the school. Staff receive regular training in safeguarding, positive handling and first aid. Safeguarding training is delivered throughout the year by the Designated Safeguarding Lead (DSL), through in-house training, online courses and bite-size sessions during phase meetings. The school also commissions support from the Educational Psychology Service. Our Educational Psychologist provides advice and recommendations for specific pupils and has also contributed to staff training, parent drop-in sessions and staff wellbeing sessions, both individually and in groups. The social and emotional wellbeing of pupils, including those from protected groups, is further supported through: ● Class buddy systems and playground buddies ● After-school clubs ● Regular pastoral team meetings to discuss key issues and concerns ● Inclusion meetings to review vulnerable pupils and plan next steps ● Participation in Anti-Bullying Week

	• Visits to local places of worship • Attendance rewards, merit awards, house points and Child of the Term awards • Social skills, self-esteem, resilience, confidence, anger management and friendship groups, alongside 1:1 pastoral sessions • E-safety training for pupils and parents Consistent behaviour systems are in place across the school to promote a calm and supportive environment. The school also uses the Zones of Regulation approach to support pupils in understanding and managing their emotions.
Student Voice:	The School Council includes representatives from Year 2 to Year 6, including pupils with SEND. Each class elects two members to represent their peers. In addition, House Captains and Vice House Captains are appointed through a voting process involving both staff and Year 6 pupils. Regular class meetings provide opportunities for all pupils to share their views and have their opinions heard and valued. The views of pupils with SEND are gathered through support plan reviews and annual review meetings. Pupil feedback is also considered when developing the school environment, and the School Development Plan takes account of these views. Pupil voice is further captured through learning walks and subject leader monitoring activities. Within classes, pupils have opportunities to share how they are feeling through daily check-ins. Year 6 pupils also participate in Circle of Trust sessions, which provide a safe space to discuss their views and experiences with their peers. As a Rights Respecting School, we actively encourage pupils to develop the confidence to express their views and to speak out against injustice.
Positive Imagery:	Positive imagery is promoted through the use of positive role models throughout the year. Displays across the school reflect our inclusive values and celebrate diversity within our community.

	Classroom and library books are carefully selected to challenge stereotypical representations and promote inclusion. We continue to develop a diverse collection of books that reflect the backgrounds and experiences of pupils in our school as well as the wider community.
Community Links	Governor training relating to LA and Government developments. Governors visit school and focus on key areas of interest. Post holders report to governors three times per year outlining the developments in their area of responsibility. Governors are kept informed about SEND, exclusions, PSPs and developments in the area of Inclusion and equality. Referrals are made to external services when the need arises. The school has invested in Buy-Ins from the Educational Psychology Service, Behaviour support service, Dyslexia Service and a two day per week Buy-In from Speech and Language Therapy Service. We have a very good relationship with St. Mark's Church on Tollgate Road.
Cultural ideas, Religion and Belief	Multicultural and religious beliefs are studied as part of the Religious Education curriculum, which follows the Newham Agreed Syllabus. These themes are also explored during whole-school assemblies. Fundamental British Values, along with children's rights as outlined in the United Nations Convention on the Rights of the Child, are promoted through these assemblies. Through the RE curriculum, pupils develop an understanding of different religions and cultural traditions, which helps to strengthen their respect for different faiths and cultural diversity. Pupils also take part in educational visits to a range of places of worship and engage in meaningful discussions about their experiences. Assembly themes celebrate a variety of religious festivals, including Chinese New Year, Guru Nanak's Birthday, Rosh Hashanah, Eid, Advent and Diwali. Assemblies often include a moment of reflection, allowing pupils to think about important values and consider the themes presented in relation to their own beliefs and experiences.
Removing Barriers and Reasonable Adjustments:	<u>School removes barriers and makes reasonable adjustments through:</u>

	• Mixed gender, race, religion and ability groupings • Use of physical resources, eg Trim Trail and Sensory garden (Nursery), school field and school library • A culturally inclusive curriculum • Adaptation in curriculum planning and delivery • Risk assessments and planning for educational visits, including the residential outdoor education centre. • Specialist facilities including sensory and hygiene rooms • Box Clever and Tales Toolkit programmes in EYFS • Signposting for Triple P training for parents • Key school documents accessible on the school website • Signposting parents to services • Local Authority Triage referrals for support • Booster groups in Y2 and Y6 • Specialist groups including Attention Autism, Sensory Storytelling, SEND PE, Messy play, Zones of Regulation, and Language Enrichment Groups • Staff that are visible and approachable • Two specialist classrooms
Links with wider communities	<u>Links with the community have included:</u> • PCSO Safer Neighborhood Team visits • DLR Safety Officers Talk • Specialist assemblies e.g. Autism Awareness, author visits, religious festivals • Visits to places of worship • Links with the local church e.g. Harvest festival and Christmas performances • Sports competitions • A variety of after-school clubs

	• Christmas Gift Referrals via Community Links for our more vulnerable families • CHAOS Summer Camp Referrals for our more vulnerable children
Partnerships with Parents:	At Parents' Evenings, a range of community groups offer guidance and information <u>Winsor also foster strong partnerships with parents through:</u> • Newsletters are available to parents via the school website • Social media platforms • Parent views in Support plans/ annual reviews • Special sessions for parents linked to the curriculum, e.g. RWI, E-Safety, Healthy Eating events, creative art workshops • Letters and phone calls home • Early Help Records completed with our Family Support Worker • Questionnaires/ parents carers views collected • School Prospectus • The school website • Y6 sex and relationship education • E-Safety Awareness • Events organised by the Parent Teacher Association • Transition meetings with parents, including the production of visuals to support transition

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

Examples	**Steps the School has Taken (Case Studies)**
Exclusions Data:	**Behaviour:** **External exclusions (Sep 25 - March 26):** 5 **Internal exclusions (Sep 25 - March 26):** 10
Victimisation and Discrimination:	The Inclusion policy, the Equality Duty, the Accessibility Policy and scheme, the Anti-bullying and Behaviour Policy outline the procedures and practices that the school takes to tackle any form of discrimination or harassment and how it actively promotes harmonious relations in all areas of school life. The school celebrates difference through a range of events including Cultural Week and Autism Awareness Day.
Monitoring of incidents:	Racist logs, bullying logs, homophobic logs and cyber bullying logs are kept up to date and all incidents are logged. A summative report on behaviour, including racist incidents, bullying incidents, homophobic incidents, cyber bullying incidents and exclusions, compares year on year trends.
Anti Bullying and Harassment:	At Winsor, we take an anti-racist stance Anti-bullying/Anti-racist/ Behaviour policies are reviewed regularly and issues are dealt with immediately. (Safeguarding file). In Key Stage 2, the use of Peer Mediators and Play Leaders is well established and meetings are held regularly. Training occurs each year in September for some Year 5 & 6 pupils.
Training and awareness raising about discrimination and bullying issues	Anti-bullying week is scheduled every year. Assembly themes explore a range of issues and develop awareness and understanding. There is an assembly scheme of work and monitoring of coverage.

Section 5. **Participation, Engagement and Satisfaction with our Equality Practices**

How we have involved people in developing equalities at our school.

Examples	**Steps the School has Taken (Case Studies)**
School Council:	The School Council, with representatives from every class (Years 2 to 6), are a forum for discussing school improvements and sharing the views and ideas of the pupils as a whole. The School Council meet regularly to discuss any issues arising from class meetings or from the members/their year group. They discuss some of the suggestions made by students from the suggestion box including school meals, outdoor equipment, support with well-being and easy access to sanitary products for pupils in KS2.
Pupil voice:	Support plan reviews, annual reviews and PSPs are forums where pupils can express their views and be part of the planning and reviewing process.. Pupils are encouraged to talk about their achievements, what they enjoy, friendships and things they can improve during reviews as well as at other opportunities that may arise e.g. Senior Leadership Team learning walks or subject leaders monitoring sessions. Whilst on Relocation, when class/school rules have been broken, pupils have the opportunity to reflect on their actions and staff on duty in Relocation will use Restorative Justice strategies to talk through what has happened and how to make better choices. An important part of this process is about building relationships after conflict and this is set in motion. The pupils' views and what they have experienced are aired in this forum. SEND pupils have individual relocation plans depending on their needs. This may be time out with their familiar adult or a short amount of time at relocation. Visual resources are available to support pupils with SEND to reflect on why they have been sent to relocation. Relocations of pupils with SEND are logged separately. Through regular class meetings, all pupils from Y2-Y6 are able to have their voice heard regarding a number of issues.
Parents/Carers /Guardians:	Annual reviews, support plans reviews and PSPs take account of parent views. Parent/ Guardians and carers views will be sought in relation to the development of the Anti-bullying policy. Involvement with school activities and events, such as Sports Days, Celebration evenings, Winter Fair and the Summer Fair.

	Parents volunteer to support on school visits and to hear pupils read. Our Parent Teacher Association organise a number of events to raise funds for the school. These include our Summer Fair, Christmas Fair and silent disco evenings. . They are a visible presence for other parents.
Staff:	The School Development Plan takes account of the views of staff. The SDP requires governors to consider Equality at all parts of the monitoring process. Staff views are regularly gathered prior to and following any changes made, e.g. the development of personalised CPD has been evaluated through appraisal conversations. Staff surveys are a regular feature of school life, including ones specifically focussed on staff wellbeing.
Local community:	Outside agency views form part of reviews for SEND pupils on the Code of Practice. Visitors to the School can record comments in our Visitors Book. Parents are signposted to local services,
Governors:	Governors' views are sought in relation to the School Development Plan and they are involved in policy making and reviewing. Link Governors visit subject and area leaders to have an awareness of that particular area of whole school practice and they report back to the full governing body.
Satisfaction with our service:	A local authority audit of our annual review practice reported that the school had sound procedures in place. Parents comment positively in writing in response to their children's annual school report and at SEND reviews. Parent surveys are completed regularly.