EQUALITY AND INCLUSION POLICY 2026

THE BRIDGES FEDERATION STATEMENT ON EQUALITY

We believe that diversity is a strength of our federation, which should be respected and celebrated by all those who learn, teach and visit here.

We are committed to equality both as an employer and a service-provider. 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 an inclusive federation, we are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it, in particular to the need to tackle prejudice and promote understanding.

This policy meets our specific duty to publish information every year which sets out how we are doing this.

1. INFORMATION

The Bridges Federation is made up of three one form entry primary schools in central London. Current numbers of children on roll are 177 (Snowsfields), 181 (Robert Browning) and 170 (Tower Bridge.) At Tower Bridge there are 86 boys and 84 girls, at Robert Browning 89 boys and 92 girls and at Snowsfields 87 boys and 90 girls. Mobility is high across all 3 schools.

At all three schools the ethnic make-up of the pupil body is largely in line with the averages for other Southwark schools with high percentages coming from minority ethnic groups. At Snowsfields 77% of

pupils are from minority ethnic groups; the 2 largest groups are 19% Black African, 23% White British. 44% of pupils have EAL. At Tower Bridge 80% of pupils are from ethnic minorities; the 2 largest groups are 20.6% White British 10% Black African, 28% have EAL. At Robert Browning 95.2% of pupils are from minority ethnic groups; 2 largest groups are 28.6 % Black African, 17.3% Other Ethnic backgrounds. 58.90% have EAL.

At Snowsfields special educational needs are high, with 32.39% of pupils at SEN support and 11% of pupils with an EHC Plan (this includes the resource base for children with autism). At Tower Bridge 22% of pupils receive additional SEN support and 7.1% have an EHC Plan. At Robert Browning 23.78% of pupils receive SEN support and 12.97% have an EHC Plan (this includes the resource base for children with autism).

2. HOW WE ARE MEETING OUR EQUALITY DUTY TO ADVANCING EQUALITY, ELIMINATE DISCRIMINATION AND FOSTER GOOD RELATIONSHIPS

The information provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

TRAINING

The training needs of the school and individual staff members are monitored and evaluated to ensure that INSET and development reflects our aim of providing a high quality education.

Please see professional development planners for full details of staff training and INSET.

RECORD KEEPING AND MONITORING

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying.

POLICIES WHICH CONTRIBUTE TO THE PROMOTION OF EQUALITY

School Behaviour Policy (includes Anti-bullying - this includes cyber-bullying and prejudice based bullying)

Sexual Harassment

Inclusion Mainstream Fund and Pupil Premium Strategies

Complaints Procedure sets out how we deal with any complaints relating to our school.

Staff discipline and grievance

ICT & E-safety Policy

Accessibility plan

DATA AND TRACKING INFORMATION

We expect high levels of achievement for all our pupils and as they go through school encourage them to take more responsibility for their learning and generate a sense of purpose which raises aspirations, develops skills and encourages achievement and excellence.

- Data is collected and analysed based on achievement and progress in different groups, for example, with/without SEND and, boys and girls, ethnicities, disadvantaged pupils, EAL – see pupil tracking data, Federation SIP/SEF, School Profile for detailed figures and analysis
- Data is collected termly on the participation of different groups in after school clubs and extracurricular activities and analysed to ensure fair access for all

THE FEDERATION WILL ENSURE THE FOLLOWING:

OUR CURRICULUM

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship and PSHER education, to eliminate discrimination, harassment and victimisation. Sessions will give the children opportunities to explore a range of issues in a safe environment.
- Is balanced, differentiated and relevant and engaging for all.
- Encourages children to think about the world in which they live and to broaden their understanding of others beliefs, cultures and faiths.
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- Provides opportunities to study significant individuals from different races, genders, backgrounds and cultures, with different needs.
- Assemblies will be used to promote the school's ethos and vision and to reflect our multicultural society. Religious festivals and anniversaries of all cultures will be covered and parents and families involved.
- Events such as International week and diversity week are part of our integrated curriculum.
- Visits to local places of worship provide opportunities to engage with different religious and spiritual communities around us

SCHOOL ENVIRONMENT AND RESOURCES

- Our displays reflect the working life of the school, the cultural diversity of the school population, avoid stereotyping and give positive images of traditionally disadvantaged groups.
- Work is displayed by all children, showing a variety of levels of abilities.
- We aim to make access throughout as easy as possible. This may require meetings etc. to be held on the ground floor.
- Access to school policies will be via the school office and website.
- Shared areas and classroom environments will reflect the cultural, religious, spiritual, racial and linguistic diversity of the school population in its displays, decoration, signs and labels
- All classes and shared areas will display symbols and use visual timetables.
- Learning materials and resources will be used that positively reflect all sections of the community and challenge stereotypes, for example, curriculum resources that provide positive images of differing family set ups, positive images of people with disabilities e.g. Paralympians and non-stereotypical images of men and women
- Equipment will be identified which allows those with disabilities to have the opportunity to participate in all aspects of the learning experience.

CHILDREN

- We encourage children to respect and care for all those involved in the life of the school.
- Children are encouraged to report any forms of bullying to staff and know that it will be dealt with.
- Discussion is valued as an important opportunity to listen and respect each other's views, but also as a time to challenge and question.
- Classroom organisation is under constant review to ensure strategies, which avoid domination of resources by one group.
- Integration within the class is encouraged, particularly with regard to the pupils in the Resource Bases, and social mixing of groups is promoted.
- Children with SEND will have a Behaviour Plan and/Care Plan and/or Individual Support Plan to ensure their individual needs are met

- Children are elected to the School Council and as School Leaders (Sports, STEM and Creative Arts). This ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being.
- Weekly Philosophy for Children sessions take place to encourage questioning and thought about the world we live in. They also give staff an opportunity to challenge racial, gender and other stereotypes.
- Regular surveys are carried out to enable the school to identify areas for improvement.
- Learning Mentors work with the children to improve behaviour and provide time and space for them to talk.

STAFF

- Staff are expected to set an example by showing that they value the contributions made by all children and adults involved in the life of the school.
- There are termly discussions (pupil progress meetings) and regular monitoring of levels of achievement and behaviour in light of gender, race and disability. Targets are set and actions put in place to improve the attainment and progress of all groups
- Staff are required to report any racial incidents and these will be reported in full to the LA.
- Staff are required to report any homophobic incidents which will be fully dealt with.
- Staff are required to report any incidents of bullying which will be fully dealt with.
- Staff are required to report any instances of inappropriate behaviour, including sexual harassment, even if it is not directed to them personally
- Staff will follow the code of conduct for appropriate behaviours on and off-site when in a working capacity
- Staff will challenge others appropriately whose behaviours may not be in line with the school's policies and procedures
- Staff will challenge and discuss all stereotypes.
- The Leadership Team will liaise with teaching staff and support staff concerning pupils' needs, INSET needs and resources, collect and analyse data relating to language levels, ethnicity, language spoken, gender and year group, organise and carry out an induction programme for new arrivals, liaise with parents to ensure full parental/school communication and involvement including admissions.
- Staff will ensure that the teaching and learning environment will be safe for parents, pupils and staff from ethnic minority communities through the implementation of effective anti-racist approaches and an effective behaviour policy.

- Staff will work as a team to ensure that the school ethos will be one of respect for and celebration of diversity, open and honest communication and trust
- Staff will support children individually and in small groups to aid access to the curriculum.
- Staff should feel safe at work.
- Staff are made aware of the whistle blowing policy and procedures.
- Staff have access to the employee assistance programme
- Staff are encouraged to have union representation
- Adjustments will be made to staff job descriptions and duties where possible and reasonable.

PARENTS AND COMMUNITY

- We believe that it is important to develop effective parental support, foster good home school links and provide an extended service that encourages a shared understanding of learning and community.
- We encourage the partnership between parents and school
- Parents are kept informed using newsletters, the noticeboards, school website and the school app (emails and app messages)
- Parents are invited to class assemblies. Any parent who is concerned about the content of assemblies, are welcome to observe.
- Discussions are held to share with parents any decisions regarding changes in policy. They are invited to contribute to these changes.
- Parents are invited to parent and pupil review meetings to discuss their child's progress in school.
- Parent workshops, Cafes, Stay and Play sessions run regularly and provide training and support on a number of subjects such as reading, emotional regulation, healthy eating
- The Early Help locality team (including Education Welfare Officers and Family Support Officers) is available to offer support and advice on a range of issues, as well as working with community and family support groups.
- We encourage the recruitment of members of the local community to talk to children on appropriate topics, such as the Community Police Officer
- Parents are encouraged to complete surveys to enable the school to identify areas for improvement.

GOVERNORS

- We encourage parents from different groups to become governors and support them fully on appointment.
- Monitor all school policies
- Monitor termly any incidents of bullying or discriminatory incidents that are reported to Southwark LA
- Ensure that school improvement targets reflect the requirements for all groups and support official guidance

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our vision is to provide an education that enables all children to reach their learning potential through addressing any barriers to learning a child may have. We treat all children as individuals and look at how best to meet the needs of each child.

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

The DDA 2005 defines a disabled person as someone who has a 'physical or mental impairment, which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

In line with the DDA 2005, we aim to:

- Promote quality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in the life of the school
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably that other persons

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014) aims to secure, for children and young people with special educational needs and disability, the outcomes from education, health and social care which will make the biggest difference to their lives.

In line with section 19 of the children and families act 2014 we will have regard to:

- The views, wishes and feelings of the child or young person and the child's parents.
- The importance of the child or young person and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the young person and the child's parents, in order to facilitate the development of the child or young person and to help them to achieve the best possible outcomes, preparing them effectively for adulthood.

We will not tolerate disability related harassment and will deal with it through our relevant established procedures. All staff are responsible for ensuring that incidents of disability related harassment or disability discrimination are recorded and referred to the relevant member of the senior leadership group. We will monitor and report on such incidents on a regular basis. Breaches of our policy on disability equality will be dealt with in accordance with the disciplinary provisions set out in the relevant school policy.

We plan to increase access for disabled pupils by:

- Ensuring that disabled pupils can participate in the school curriculum through the adaptation of materials, resources and the use of IT
- Providing wheelchair access into the school office/ ground floor
- Holding parent workshops or meetings on the ground floor to enable wheelchair access for children and parents with disabilities
- Providing a disabled toilet on the ground floor.
- Providing disabled parking in the school playground, near the school office.
- Ensuring that equipment used is accessible to all children regardless of their needs.
- Ensuring that disabled children are able to access breakfast club and any other extra curricular activities
- Making adjustments to enable children with disabilities to take part in school outings.

We plan to ensure access for all pupils with SEND by:

- All pupils with SEND will have an Individual Support Plan which will highlight where adjustments need to be made or where support needs to be in place.
- The class teacher will liaise with the inclusion team to ensure that all recommendations and strategies are put into place.
- All equipment that is used will be accessible to all pupils regardless of their needs

- Breakfast club and all other extracurricular activities are accessible to pupils with SEND
- Adjustments are made so that pupils with SEND can access school trips and visits
- The class teacher will differentiate their planning to meet the needs of all the children within the class.
- The class teachers use many visual supports and a kinesthetic approach to learning.
- Small group support and resources will be allocated to ensure all children succeed in the lesson.
- Staff receive training from outside professionals to use a range of support strategies to ensure that pupils with SEND are able to fully access the curriculum and all areas of school life

ANTI-BULLYING STATEMENT

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated

SEXUAL HARASSMENT STATEMENT

The Bridges Federation is committed to creating a safe and supportive environment where individuals feel empowered to report incidents of sexual harassment without fear of retaliation. We take all allegations seriously and treat all individuals with respect, in line with the school's policies and procedures. Your privacy and safety are our highest priorities. All reports will be handled with discretion and in alignment with our policies on confidentiality.

Code of conduct

Be aware that the school does not tolerate sexual harassment and that sexual harassment is against the law
Follow the code of conduct for appropriate behaviours on and off-site when in a working capacity
Challenge others appropriately whose behaviours may not be in line with the school's policies and procedures
Engage and stay up to date on training
Read the relevant policies so that you are aware of procedures

Reporting incidents

Know where to report any incidents of sexual harassment
Know where to report any situations where you felt at risk, even if nothing happened
Report any instances of inappropriate behaviour, even if it is not directed to you personally

Reporting channels:

- Directly to your line manager
- To the Leadership Team
- Using our confidential Google Form https://docs.google.com/forms/d/e/1FAIpQLScb5wrpKFWiJweh7JgXlK_Wfp3lnajXdBtqHxjIJidKnsxHBQ/viewform
- To the Chair of Governors
- Through a trade union representative
- Through Southwark Schools HR online reporting tool https://docs.google.com/forms/d/e/1FAIpQLSd1ZcHvuJa9qZ29VUwu_UYNwYSj67uCeMXjo6DD7lmEAzdg3A/viewform

RACE AND ETHNICITY (INCLUDING EAL LEARNERS)

We aim to:

- Be aware of and counter racism and the discriminatory practices to which it gives rise.
- Be aware of and to provide for the particular needs of pupils having regard to their ethnic, cultural, historical, linguistic and religious backgrounds.
- Prepare all pupils for life in our multicultural society and build upon the strengths of cultural diversity.

In order to achieve these aims, we commit ourselves to:

- Support the recommendations of the Stephen Lawrence Enquiry, namely by recording all racist incidents and ensure that these are reported to the full Governing Body and the LA. Incidents should be reported to parents/carers as appropriate.
- Developing our understanding of the principles and practices of equalising opportunities and implementing them.
- Active consideration of our own practices in order to ensure they are fair to all.
- Increasing empathy with the needs, aspirations and demands of the minority ethnic communities and responding sensitively to them.
- Encourage the participation of black and minority ethnic representation and participation in all decision making processes.
- Monitor staffing and staff development, in order to encourage applicants from minority ethnic groups and ensure training and career needs are met.
- Encourage the recruitment of black and minority ethnic governors.
- When reviewing the curriculum to ensure that it is appropriate to all and adequately represents the multicultural nature of our society, staff are aware that it needs to be appropriate to all and adequately represents the diverse nature of society.

- Ensure that the curriculum is structured in such a way that all members of the school community have equal access and ability to succeed.
- Enable all our pupils to recognise and learn from the rich diversity of multicultural Britain and develop positive responses to our society.
- Review the ethnicity of excluded pupils to ensure that exclusion is not the outcome of unwitting racism.
- Ensure all staff have access to diversity awareness training as necessary.

We expect the following practice from all adults involved in the school:

- Work together to prevent racial harassment.
- Be actively opposed to racism and any form of harassment.
- Take full responsibility for dealing with any form of racism and report the incident to the relevant line manager.
- Provide support and counselling for victims of racism.
- Zero tolerance regarding any racist comments, literature and graffiti within the school premises.
- Challenge racist attitudes, structures and practices of external organisations with which the school has dealing.
- Ensure that racism does not appear through exclusiveness in groupings of any nature within the school.
- Work sensitively to ensure that every child is able to value his/her uniqueness and cultural traditions.
- Consider our multicultural society in every communication/display/ report including translating key information as needed
- Use the taught curriculum, particularly in terms of RE and PSHE, to inculcate habits of right thinking which are essential in combating racism.
- Recognise and share in the celebration of a variety of festivals.

The Bridges Federation stands united in our commitment to tackle and challenge racism, injustice and inequality. To say nothing is not good enough, to do nothing is not good enough. Now is the time for careful reflection about what we think, what we say and what we teach, a time to ensure that our curriculum reflects the diversity of our school community, reflects the truth and encourages us to question and challenge. We need to listen more and live up to the values we promote across our federation; respect, empowering everyone, celebrating diversity.

GENDER

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

RELIGION AND BELIEF

Our school recognises the need to consider the actions outlined by the Equality Act 2009 (Religion & Belief) which requires us to assess the impacts our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance.

SEXUAL IDENTITY AND ORIENTATION

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

3. OUR EQUALITY OBJECTIVES

The Equality Act 2010 requires us to publish specific, achievable 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. As a one form entry school, numbers in particular groups are often small and outcomes for different cohorts often vary each year.

EQUALITIES OBJECTIVES 2024-2027 Tower Bridge

Objective	**Reason**	**Actions**	**Review/ date**
Improve attendance of key groups of pupils across the schools. To continue to reduce the number of White British	The number of White British pupils who are persistently absent is currently 35% at and they form the majority of	• Engage with families with a history of persistent absence- early identification of families at the beginning of the academic year.	

persistent absentees from 35% to 25% (Where attendance is below 90%). To reduce the number of pupil premium children who are persistent absentees from 25% to 15% (where attendance is below 90%)	children who have attendance below 90%. We want to improve outcomes for these key families. The % of pupil premium children who are persistently absent is 25% whereas non pupil premium is only 9.5%	• Teachers to be aware of families- identified through pupil progress meetings • Report attendance to parents on a weekly basis- through letters. • Regular meetings with identified families • Court warnings, legal interventions where required (with support from the Education Inclusion Team) • Incentives for children to attend school: weekly stickers, termly medals and certificates, half termly wristbands, attendance hampers • Referrals to family early service where needed for families	
Improve progress for pupils joining the school throughout KS1 and KS2. Increase to 60-70% of new arrivals making the expected in year progress. Increase to 100% the number of new arrivals making the expected progress from the end of KS1 to KS2 (where data is available.)	Children joining the school in KS1 and KS2 make slower progress, due to transition. In 22-23 only 19% of new arrivals made the expected progress in year, in 23-24 this % increased to 43%. We would like to increase this further so that all new arrivals are able to make the expected progress.	• Improve transition procedures with administration staff: collection of KS1 data and any other relevant information, when child joins school • Implement transition procedures identified in new arrivals policy. • Ensure regular reviews in place through progress meetings.	

		• Identify additional support through booster and learning mentor groups. • Immerse EAL pupils or pupils with no English in the English Language environment and ensure Phonics and other interventions are put in place quickly.	
To continue to ensure that all staff, pupils and their families feel valued and represented and feel happy and safe in our school.	Our school serves an incredibly diverse community in one of the most deprived areas of the country. We want to make sure that all members of our community feel safe and welcomed.	• Ensure SEND pupils have full access to all trips/clubs and other extra-curricular activities • International week – autumn term • Inspirational people (frames) • RE and PSHE curriculum • Workshops and visits from outside agencies such as police, The Nest, Into University • Staff questionnaires - feedback • Go-To approach for staff • Workshops for families • School values in assembly weekly • Neurodiversity Day, Remembrance Day, Well-being week • Summer Fair	

		• Sexual harassment policy and risk assessment updated and staff training in place (Autumn/Spring 2024-25)	

EQUALITIES OBJECTIVES 2024-2027 Snowsfields

Objective	**Reason**	**Actions**	**Review/ date**
To continue to ensure that all staff, pupils and their families feel valued and represented and feel happy and safe within our school community.	Our school serves an incredibly diverse community in one of the most deprived areas of the country. We want to make sure that all members of our community feel safe and welcomed. **The school deprivation indicator is high (top 20%)** 75% of pupils are within the lowest 20% of the deprivation band (IDACI) **Percentage of pupils from minority ethnic groups is well above national at 84.7%.** **Percentage of pupils whose first language is not English is well above national at 46%**	• Ensure SEND pupils have full access to all trips/clubs and other extra-curricular activities • Ensure that we recognise and celebrate the strengths of our pupils with additional needs and that pupils with additional needs have equal access to apply for school leadership roles. • To encourage parents and carers to get involved in school life and build relationships within the school community through sessions such as Stay and Play, Early Words Together, Curriculum Cafes, The Nest parent workshops. We encourage parents to accompany our classes on school trips and get involved in events where possible.	

		• Ensure new arrivals families know key members of staff to ask for school and community information and know how to access school communications through the scholarpack app, google forms, newsletters and the school website. • International week – autumn term • Inspirational people (frames) • School values in assembly weekly • Signposting families to outside agencies that can provide support and assisting with form filling so that this is not a barrier for them accessing services. • RE and PSHE curriculum • Class Workshops and visits from outside agencies such as the police, Groundwork, The Nest • Staff questionnaires - feedback • Go-To approach for staff • Workshops for families • Neurodiversity Day, Remembrance Day, Well-being week	

		• Summer fair	
Improve attendance and punctuality of key groups of pupils across the schools. To continue to reduce the number of persistent absentees who are children with an EHCP from 17.65% (PA = attendance is below 90%) To continue to reduce the number of pupil premium children who are persistent absentees from 18.8% (PA = attendance is below 90%)	The number of pupils with an EHCP who are persistently absent 22-23 35%, 23-24 17.65% The % of pupil premium children who are persistently absent 22-23 27.9%, 23-24 18.8% whereas non pupil premium is 14.29% Pupil premium children form the majority of children who have attendance below 90%. We want to improve outcomes for these key families.	• Engage with families with a history of persistent absence- early identification of families at the beginning of the academic year. • Teachers to be aware of families- identified through pupil progress meetings • Report attendance to parents on a weekly basis- through letters. • Send a positive app message when children whose attendance was below 90% goes above 90% • Regular meetings with identified families • Court warnings, legal interventions where required (with support from the Education Inclusion Team) • Incentives for children to attend school: weekly stickers, termly medals and certificates, half termly wristbands, attendance hampers • Referrals to family early service where needed for families	

EQUALITIES OBJECTIVES 2024-2027 Robert Browning

Objective	Reason	Actions	Review/ date
To continue to ensure that all staff, pupils and their families feel valued and represented and feel happy and safe within our school community.	Our school serves an incredibly diverse community in one of the most deprived areas of the country. We want to make sure that all members of our community feel safe and welcomed.	● Ensure SEND pupils have full access to all trips/clubs and other extra-curricular activities ● Ensure that we recognise and celebrate the strengths of our pupils with additional needs and that pupils with additional needs have equal access to apply for school leadership roles. ● To encourage parents and carers to get involved in school life and build relationships within the school community through weekly sessions such as Early Words Together, Groundwork drop in coffee mornings, Parent and Child Cooking Club and Gardening Club. We encourage parents to accompany our classes on school trips and get involved in events where possible. ● International week – autumn term ● Inspirational people (frames) ● School values in assembly weekly ● Signposting families to outside agencies that can	

		provide support and assisting with form filling so that this is not a barrier for them accessing services. ● RE and PSHE curriculum ● Workshops and visits from outside agencies such as the police, Groundwork, The Nest ● Staff questionnaires - feedback ● Go-To approach for staff ● Workshops for families ● Neurodiversity Day, Remembrance Day, Well-being week ● Summer fair	
Improve progress for EAL pupils in EYFS and KS1.	2023-2024 <u>Nursery</u> 14/18 (78%) children have EAL with a high proportion starting the year completely new to English. Such high levels of EAL has impacted on the children's attainment in Communication and Language and Literacy. Only 33% of children were on track for Communication and Language at the end of the year and only 20% of the class reached age related expectations in Literacy. <u>Reception</u> Very high levels of EAL within the Reception class 19/24 (79%) which significantly impacted on the	● Embed the use of chat boards within EYFS and KS1 and ensure staff are trained to use these effectively ● EAL families to be targeted to join the Early Words Together Group/cooking club and gardening club ● Promote the use of the Mantra Lingua 'magic pen' to enable children with EAL to read library books in	

	children being able to independently generate and write sentences in English. This led to on 57% of the class reaching the Early Learning Goal for Literacy. 1 child entered reception in the summer term new to the country and new to English. <u>Year 1</u> Summer term 2 children entered Y1 new to the country and new to English. <u>Year 2</u> In Year 2, 14/30 children have EAL (47%) with only 9 of those children reaching the expected standard at the end of the year in writing. 6 EAL learners made slow progress in writing.	both their home language and English. ● Target KS1 children to join practical smaller group sessions such as gardening, cooking and life skills to develop their language. ● All classes to use Communicate in Print to support pupil's access to the curriculum ● Signpost parents who are new to English to local ESOL classes and support networks such as the Latin American Network. ● Immerse EAL pupils or pupils with no English in the English Language environment and ensure Phonics and other interventions are put in place quickly.	
Improve attendance and punctuality of key groups of pupils across the schools. To continue to reduce the number of persistent absentees who are children with an EHCP from 18% to	The number of pupils with an EHCP who are persistently absent is currently at 18% and they form the majority of children who have attendance below 90%. We want to improve	● Engage with families with a history of persistent absence- early identification of families at the beginning of the academic year. ● Teachers to be aware of families- identified through pupil progress meetings	

10% (Where attendance is below 90%). To reduce the number of pupil premium children who are persistent absentees from 13.5% to 10% (where attendance is below 90%)	outcomes for these key families. The % of pupil premium children who are persistently absent is 13.5% whereas non pupil premium is only 9.4%	● Report attendance to parents on a weekly basis- through letters. ● Regular meetings with identified families ● Court warnings, legal interventions where required (with support from the Education Inclusion Team) ● Incentives for children to attend school: weekly stickers, termly medals and certificates, half termly wristbands, attendance hampers ● Referrals to family early service where needed for families	