

# GODWIN JUNIOR SCHOOL



# Public Sector Equality Duty

Date agreed by Governors	Summer 2017
Reviewed	Spring 2017
Reviewed	Spring 2018
<b>Next Review</b>	<b>Spring 2019</b>

<b>Linked Documents</b>
Anti-bullying
Positive Behaviour
Special Educational Needs and Disability
Inclusion



## **Public Sector Equality Duty at Godwin Junior School**

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

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

### **Protected Characteristics – schools must take into account when publishing information**

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender Re-assignment

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that a school aims to achieve.

### **General Duties**

The three aims of the Public Sector Equality Duty are:

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

### **Specific Duties**

#### **Publish information**

#### **Establish Equality Objectives in the form of an Action Plan**

All the information and analysis will be from school improvement plans, evaluations and pupil data – we intend to use the information to improve education for all groups in our school. We want to make sure we know which pupils are doing well and less well so we can plan to improve.

A lot of this information is already being used by the school to develop and become better at making sure we are doing well for all our children. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will also find published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. You may contact the Head Teacher, Sine Brown.

All the information is broken down to show how the school is doing in providing services and functions to different groups within the school community.

We include information about:

- Attainment – how well children are doing.
- Participation and engagement – children joining in and getting a chance to take part.
- Disabled pupils and those with SEN.
- Behaviour – monitoring the number of exclusions by gender/disability SEND and other groupings. This is to try to find out if we can improve what we do in the school.
- Anti-Bullying – If we have a problem with bullying, is there a trend or pattern we need to know about?
- How we are going to work towards improving what we do.

### **School vision:**

At Godwin Junior School we believe that our purpose is: To prepare pupils for lifelong success

Our vision is that at Godwin Junior School we:

Value everyone

Impart a love of learning

Seek and encourage talent

Inspire resilient learners

Create responsible global citizens

Nurture confident, articulate individuals

The core values which underpin everything we do are summed up in the 5 Cs. The 5 Cs form the basis of our school rules and convey clearly to staff and pupils the expectations that we have.

- Consideration – We respect other people, consider their feelings and treat them in the way that we would like to be treated
- Courtesy – We show good manners and are polite at all times
- Co-operation – We work well with other people to achieve the best we can
- Commitment – We always try our best and persevere even when we find something difficult
- Care – We look after school property and other people's possessions.

If you have any ideas that you think will help us or have had any problems such as being discriminated against or witnessing unfairness or inequality, please contact us and let us know your experiences.

You will find all the information on the school website. It is called Equalities.

The person you need to contact if you are interested in helping us with our equalities, or if you can see something that can be improved, is Sine Brown (Head Teacher).

Spring 2018



# Godwin Junior School Equalities Information and Analysis

## Section 1. Who Comes to Our School? (2016-2017)

School =352		School		National
		Number	%	%
Gender	Girls	169	48	49
	Boys	183	52	51
Ethnicity	Minority ethnic groups	217	86.3	32.1
	White British	46	13	67.2
	Any other white background	42	12	7.5
	Asian or Asian British Indian	21	6	2.9
	Asian or Asian British Pakistani	49	14	4.3
	Asian or Asian British Bangladeshi	74	21	1.7
	Black or Black British African	28	8	5.6
	Any other mixed background	18	5	1.9
	Other	46	13	0.7
	Preferred not to say	32	9	
FSM6	Not Eligible	212	60	76
	Eligible	140	40	24
Special Educational Need	No Special Educational Needs	291	82.7	87.8
	SEN Support	61	17.3	12.2
	Statemented/EHC Plan	0	0	1.3
Profile of Need <small>(% based on total number of pupils with Primary Needs)</small>	Autistic Spectrum Disorder	7	2	5.2
	Social, Emotional and Mental Health	6	1.6	17.3
	Hearing Impairment	3	0.8	1.7
	Moderate Learning Difficulty	5	1.4	25.2
	Visual Impairment	1	0.3	0.9
	Multisensory Impairment	0	0	0.2
	Physical Disability	1	0.3	2.3
	Profound & Multiple Learning Difficulty	0	0	0.1
	Speech Language & Communication Need	22	6.3	22
	Specific Learning Difficulty	3	0.8	15.1
	Severe Learning Difficulty	0	0	0.4
	SEN support but no Specialist Assessment of type of need	0	0	0
	Other Difficulty/Disability	13	3.6	5.3
	% on school roll SEN Support	61	17.3	12.2
	% on school roll Statement/EHC Plan	0	0	1.3

## Analysis/comments:

### **Analysis of the school population:**

The school is situated in Forest Gate in the London Borough of Newham and reflects the diversity of the local area and serves a multicultural and multilingual community. Godwin began its expansion to a four-form entry school in September 2017 and by September 2020 will have a capacity of 480 children. Over 25 languages are spoken within the school, the main ones being English, Bengali and Urdu. Children who speak English as a first language account for 30.3% of our population.

Over the years, the percentage of pupils from minority ethnic groups has risen, for example, 80.4 in 2009 to 86.3% in 2016. The number of white British pupils has decreased to 13% in 2016 from 18.2 in 2009. There has been a slight decrease in the number of pupils of Indian, Bangladeshi and Caribbean background, and a slight increase in pupils of Pakistani, African and mixed heritage over the last few years. There is an increasing number of children from eastern Europe and of eastern European heritage attending our school, many of whom are new to the country and learning English. The percentage of children at our school who have English as an additional language is 69.6% which is significantly higher than the national average of 20.1%.

### **Comparisons to national data:**

Compared to the national average of 31.6%, Godwin's population from minority ethnic groups is much higher at 87%.

The number of pupils who are entitled to free schools meals (FSM6) is 40% which is substantially more than the national average of 24%.

Our special needs profile at 17.3% is above the national average of 12.2%. This is regularly reviewed following conversations with teachers and parents/carers.

## Attendance 2016-2017

	School		National %
	Number	% of missed sessions	
Overall absence		3.8	4
Authorised		2.56	3.4
Unauthorised		0.8	0.9
Persistent Absence		8.2	8.7

### Analysis/comments:

**Comment:**

A record is kept of all absences. Our overall absence rates - authorised, unauthorised and persistent – are slightly above with the national average. These figures refer to a small number of pupils.

If no message has been sent to the school, then 'phone calls are made on the first day of absence within the first hour of the school day. Some parents/carers of pupils in our school request extended holidays during term time. The school follows the LA policy of not permitting holidays during term time unless under exceptional circumstances and from September 2017 all unauthorised holiday absence may be subject to a Penalty Notice issued by the local authority.

**Development:**

The school monitors persistence absences and poor punctuality. Letters are sent to parents/carers of children who are persistently absent or arrive late to school. If there is no improvement in attendance and punctuality, parents/carers are invited to a meeting with the Deputy Head Teacher to discuss how this situation can be resolved.

## **Section 2. Advance Equality of Opportunity Between those who share a protected characteristic and those who do not**

The main thing we do as a school is to provide high quality education and to work together with families to achieve good progress and attainment for everyone who comes to our school. We use information (data) to help us do this.

### **Attainment Data**

This is how our school compares to other schools nationally at the end of Year 6 (Key Stage 2) in reading, writing and mathematics.

This is how different groups in our school achieve at the end of Year 6 (Key Stage 2)

### **KS2 reading, writing and mathematics 2017 (invalidated data)**

	Key Stage 2 Outcomes for Different Groups in Our School	Reading, writing and maths Expected Standard+ School %	Reading, writing and maths Expected Standard+ National %	Reading, writing and maths High Standard School %	Reading, writing and maths High Standard National %
School		60	61	11	9
Gender	Girls (38)	68	65	8	
	Boys (51)	51	57	14	
Ethnicity	White	46	61	25	
	Black - Caribbean Heritage	75	54	0	
	Black- African Heritage	56	62	11	
	Asian - Indian	83	71	33	
	Asian - Pakistani	68	56	5	
	Asian - Bangladeshi	67	65	0	
Special Educational Need	Asian - Any Other Asian B'ground	67	68	0	
	No Special Educational Needs	65	70	13	
	SEN Support	21	18	0	
Free School Meal Eligibility	Statement/EHC Plan	n/a		n/a	
	Not Eligible	61	64	13	
	Eligible	54	43	7	

### **Analysis/comments:**

#### **Three areas school has developed this year:**

- 1) Our data indicates that we have a very high number of children from minority ethnic groups and children whose first language is not English. We trialled EAL group sessions, but there was little impact back in the classrooms. As a consequence, children new to English are taught in their classes, with high quality teaching, appropriate differentiation and good English-speaking role models. Linked to SDP 'Improve the quality of teaching and learning'
- 2) We work closely with our local secondary school to which the majority of our children transfer to at the end of Year 6. A number of activities are arranged on their site which includes whole-class lessons for example in PE, science, media and music. Other sessions are organised for children in Years 4-6 who show a talent in art or drama, and food technology for Pupil Premium children. Linked to SDP 'Develop community links'.

- 3) A high number of SEN children registered as having SEN Support have speech, language and communication needs. For the last year, we have deployed an experienced TA to take over the role of a specialist TA to deliver the programmes to children across the school. She is supported by our allocated NHS SaLT and LCIS SaLT. [Linked to SDP 'enhance the impact of interventions'](#).

**Areas we would like to improve next year:**

- 1) Children's progress is judged against age-related expectations and in order to aid those who experience difficulties in lessons, maths intervention groups now take in all year groups, with sessions being delivered by one specialist TA. [Linked to SDP 'implement effective assessment practice and systems'](#).
- 2) We have been delivering Catch Up Literacy sessions in years 5 and 6 and will be commencing this in years 3 and 4 from February 2018. The sessions are delivered by TAs who have attended the 3 day training. [Linked to SDP 'enhance the impact of interventions'](#).

**Promoting Opportunities for Our School Community:**

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<p>Our senior leaders and subject leaders monitor medium term, <del>weekly</del> and daily planning and books. This is to ensure that lessons are appropriate, build on prior learning and set high expectations. Lessons are based on real life, where possible, and are relevant to children's experiences.</p> <p>Regular lesson observations assess clarity of learning objectives and how differentiated tasks engage children and provide opportunities for children to meet or exceed these objectives. Lessons are well-planned with activities that challenge children and encourage them to demonstrate their learning.</p> <p>Staff appraisal objectives are based on the Teachers' Standards, and are linked to progress of children's learning, leadership and professional development.</p> <p><a href="#">Linked to SDP 'Improve the quality of teaching and learning'</a>.</p>
Admissions and Transfer:	<p>The majority of our children transfer at the end of Year 2 from Woodgrange Infant School. Both schools continue to work closely together and most children transition to Godwin. As a junior school, Godwin recognises the importance of an effective and developing transition process with Woodgrange. The sharing of pupil information and class data is fundamental to our transition policy as is the partnership between our Year 3 teachers and staff who work in Year 2 at Woodgrange. Additionally, our Inclusion Leader works closely with the Inclusion Manager at Woodgrange. We will continue to improve and develop transition arrangements between KS1 and KS2 so that children are well supported in Year 3.</p> <p>The majority of our Year 6 children transfer to Forest Gate Community School. Our DHT/HT liaise with the Primary Liaison Teacher at FGCS.</p> <p>Our Inclusion Leader coordinates with the SENCos/inclusion managers of schools which our SEND and/or vulnerable children attend or will transfer to, sharing information and providing copies of specialists' reports.</p>

	<p>Social stories and additional visits are put into place for children with high SEND needs for transition from Woodgrange to Godwin and from Godwin to secondary schools.</p> <p>We have some mid-phase admissions, but mobility is low so most pupils are with us not only throughout Key Stage 2 but have been together, sometimes in the same class group, since reception. At the beginning of Year 4, the children are allocated to different classes and so have opportunities to develop new friendships. <u>Linked to 'Develop community links' and 'Local partnership of schools'</u>.</p>
Participation:	<p>Lessons are differentiated so that all pupils can participate in all subjects. Some pupils, due to their special needs, may have a personalised curriculum, but they are still involved in their class and participate in many activities. Some have the opportunity of some alternative learning outside school. <u>Linked to SDP 'Improve the quality of teaching and learning'</u>.</p>
Student progress:	<p>Training has been provided for teachers to improve their understanding of assessment data, and how this relates to progress of children in their class and set classes. Our assessment procedures relate achievement to National Curriculum age-related expectations and children are assessed as being at pre-emerging, emerging, expected, exceeding or exceptional.</p> <p>Pupil Achievement Meetings (PAMs) take place each half term This ensures that teachers are very clear about expected academic progress and strategies to use to help those children who are working below age-related expectations.</p> <p>Middle and senior leaders have attended training for FFT Aspire and Analyse School Performance, the new schools' performance data tool. <u>Linked to SDP 'Improve the quality of teaching and learning'</u>. <u>Also linked to SDP 'Improve Data Analysis'</u></p>
Flexible curriculum arrangements	<p>Every year, we apply for special arrangements for some pupils so that they can access KS2 SATs; extra time and/or a reader.</p>

### Analysis/comments:

<p><b>Three areas school has developed this year:</b></p> <ol style="list-style-type: none"> <li>1) Children's progress is judged against age-related expectations and in order to aid those who experience difficulties in lessons, maths intervention groups now take in all year groups, with sessions being delivered by one specialist TA. <u>Linked to SDP 'implement effective assessment practice and systems'</u>. <u>Linked to SDP 'Enhance the impact of interventions'</u>.</li> <li>2) We have been delivering Catch Up Literacy sessions in Years 5 and 6. The sessions are delivered by TAs who have attended the 3 day training. <u>Linked to SDP 'Enhance the impact of interventions'</u></li> <li>3) We are developing the impact of our teaching assistants with focussed CPD which is based on research, barriers to learning and personal development linked to their appraisals. Sessions are delivered or facilitated by the Inclusion Leader. <ul style="list-style-type: none"> <li>• identifying training needs for support staff</li> <li>• delivering, or facilitating, CPD for support staff to meet these needs</li> <li>• modelling, or facilitating modelling, of good practice to show TAs what it looks like</li> <li>• monitor and evaluate the impact of the CPD and identify further CPD needs <u>Linked to SDP 'Maximise the impact of teaching assistants'</u></li> </ul> </li> </ol>
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**Areas we would like to improve next year:**

- 1) We have been delivering Catch Up Literacy sessions in Years 5 and 6 and will be commencing this in Years 3 and 4 from February 2018. The sessions are delivered by TAs who have attended the three-day training. Linked to SDP 'enhance the impact of interventions'.

### **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 all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
Social and Emotional Wellbeing:	<p>School staff support pupils in developing their social skills and emotional wellbeing. If a teacher has a concern, the children are referred to the Learning Mentor. She works with children 1:1 and also in groups. Some pupils benefit from small group interactions with a focus on self-esteem and social skills.</p> <p>If concerns are more significant, after discussions with parents/carers, children may be referred to EPS or CFCS (CAMHS). Newham CAMHS now provides schools with a CAMHS Primary School Outreach Practitioner who offers a half a day each half term. Currently, we use the time to discuss cases and ask for advice. We will continue to develop healthy and sustainable lifestyles including promoting healthy eating habits and good manners. A 'Golden Table' (lunch with the Headteacher) is utilised as recognition of achievement or responsibility. This happens about once a half term, thereby ensuring that it is seen as a special occasion. Vulnerable Children meetings are held termly to monitor and evaluate provision for vulnerable pupils in each year group. For mid-phase admissions, the pupils are supported by the Learning Mentor, who ensures that they settle into the class and the school community.</p>
Student Voice:	<p>Children are expected to reflect on their learning, and discuss this verbally and in writing. They are encouraged to speak to school staff about their learning, their well-being and any concerns they may have. Each year, pupils are encouraged to apply to be a school councillor; one boy and one girl are voted for by their classmates. Regular school council meetings are held with the teacher who leads Global Citizenship. We are currently a UNICEF Rights Committed school. The Rights Respecting Schools Award is a 'UNICEF UK programme that aims ... to embed children's rights in their ethos and culture to improve well-being and develop every child's talents and abilities to their full potential'. This is linked to 'the United Nations Convention on the Rights of the Child'. The expectation is that the school will gain silver status and become a UNICEF Rights Aware school in the near future. <u><a href="#">Linked to SDP 'UNICEF Rights Respecting School'</a></u>.</p>
Positive Imagery:	<p>Our school is underpinned by its vision: At Godwin Junior School we believe that our purpose is: To prepare pupils for lifelong success Our vision is that at Godwin Junior School we: Value everyone</p>

	<p>Impart a love of learning  Seek and encourage talent  Inspire resilient learners  Create responsible global citizens  Nurture confident, articulate individuals  The 5 Cs form the basis of all school rules and convey clearly to staff and pupils the expectations that we have of our community.</p> <ul style="list-style-type: none"> <li>▶ Care</li> <li>▶ Courtesy</li> <li>▶ Consideration</li> <li>▶ Co-operation</li> <li>▶ Commitment</li> </ul> <p>Specific events, weeks, months, and days etc. are celebrated e.g. Black history month, Fairtrade Fortnight. These are included in our assembly rota.</p> <p>We actively promote and acknowledge British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs) as we want our children to be reflective, tolerant, active and successful British citizens. These are highlighted in our assemblies.</p> <p>At least one display in the lunch hall relates to positive imagery, for example, Rights Respecting Schools, the British Values or Anti-bullying.</p>
Community Links:	<p>Our school has good links which are continuing to develop with our local secondary school, Forest Gate Community School, and Woodgrange Infant School.</p> <p>Godwin is part of the NNLP (Newham North Learning Partnership). The soft federation includes the following schools: Godwin Junior School, Kay Rowe Nursery and Forest Gate Children’s Centre, Odessa Infant School, Park Primary School, Sandringham Primary School, St James’ Junior School and Woodgrange Infant School. <a href="#"><u>Linked to SDP ‘Local Partnership of Schools.</u></a></p> <p>As well as working with schools, we also work with a variety of businesses, charities, public bodies for projects, special assemblies and workshops.</p>
Cultural Ideas, Religion and Belief	<p>Our school recognises and celebrates different cultures, ideas and beliefs. During RE lessons, pupils learn about various aspects of the major world religions and consider, for instance, similarities and differences with their own beliefs and values.</p> <p>We actively promote and acknowledge British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs) throughout the whole of our curriculum and spiritual, moral, social and cultural development. We want our children to be reflective, tolerant, active and successful British citizens.</p> <p>The termly assembly rota encompasses major events and celebrations in the main world religions. In addition, other special days and events are also included, to help support pupils to learn and appreciate different cultures and beliefs, usually related to British Values. This enables them to consider how lives in other places of the</p>

	<p>country and world may be different to their own, and how they might make suggestions for improvement. This may involve raising awareness and/or fund-raising.</p> <p>Parent/carer assemblies frequently involve recognition or celebrations of different religions or cultures.</p> <p>All classes visit various local places of worship linked to their RE work and in addition, are visited by volunteers from Newham Faith in Schools and representatives from other faiths.</p> <p>The school, in recognition of the main faiths in our community, either closes for the main festivals represented at Godwin (such as Eid) or permits a day of religious observance. This enables those who celebrate to enjoy their festivities.</p>
<p>Removing Barriers and Reasonable Adjustments:</p>	<p>The school will carry out adjustments as needed to ensure that all are able to access the curriculum and life in school. The school has a lift and doors are wide enough for wheelchair access. There are toilets accessible to wheelchair users on each floor.</p> <p>Resources are investigated and purchased to support those children who need specific items e.g. writing slopes, pencil grips, coloured overlays, bean bags, special cushions and resources to aid access to the curriculum.</p> <p>The building and grounds are secure so that pupils remain on the premises during school hours. The area is checked regularly by the site supervisor to ensure that it is kept safe for the pupils.</p>
<p>Links with wider communities</p>	<p>Our school community enjoys being involved in fun activities particularly if these involve fundraising, for example for Sport Relief, BBC Children in Need, or Red Nose Day, etc. In addition, each year group has a specific charity which it fundraises for, some of these local, such as the annual Harvest Festival collection for either Newham Foodbank or RAMP.</p>
<p>Partnerships with Parents/Carers:</p>	<p>Partnerships with parents and carers are developed in a number of ways, for example, SLT members are at both school gates to meet and greet parents/carers and children. We have an 'open door' policy and a member of the SLT is often available to discuss any issues or concerns, or indeed to celebrate success.</p> <p>Once a term, parent/carer consultation meetings are held. These inform parents/carers of how their child is progressing, and how they can support their child with their learning at home. Parents/Carers are also able to make appointments to see class teachers at other times apart from Parent/Carer Conferences.</p> <p>Various workshops are held for parents/carers covering a variety of subjects such as Online Safety and how to support their child with specific curriculum areas such as maths or reading. Some are better attended than others.</p> <p>Annual reports of achievement are shared with parents/carers during the summer term. This records the progress their child has made, and sets targets to be addressed in school and at home.</p> <p>Children who have special educational needs or disabilities may need to be referred for specialist advice and support. This always involves a discussion with the parents/carers, who are frequently pleased that advice is being sought.</p>

**Analysis/comments:**

**Three areas school has developed this year:**

- 1) Sharing good practice with local schools as part of the NNLP. Linked to SDP 'local Partnership of Schools'.
- 2) British Values have become intrinsic in our ethos through assemblies, displays and links within the curriculum.
- 3) Workshops for parents/carers; parenting, online safety, NSPCC online safety, maths, reading etc.

**Things we would like to improve next year:**

- 1) Consider ways to improve parents/carers attendance at workshops
- 2) Continue to work towards further progress in the UNICEF Rights Respecting Schools Award, implementing the principals and values throughout the school so that children are aware of the rights of children in the UK and around the world. Linked to SDP 'UNICEF Rights Respecting School'.
- 3) Monitoring impact of social and emotional interventions.

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

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	Fixed term exclusions are very low and are zero most years. During 2016-2017, one child was excluded for a period of three days.
Victimisation and Discrimination:	The school has no evidence of victimisation and discrimination; this is due to the high expectations of staff. Should a parent/carer have a concern, this is investigated by the HT, DHT or AHT.
Monitoring of incidents:	Incidents are recorded on reporting forms; incidents, bullying incidents, racist incidents and accidents. These are monitored by the DHT.
Anti-Bullying and Harassment:	Some children from time to time are unpleasant to other children. In these situations, these may be disclosed by children or parents/carers. These are dealt directly with by a member of staff, the class teacher and/or the HT, DHT or AHT.
Training and awareness raising about discrimination and bullying issues	This is incorporated into staff training at the beginning of the school year. In addition, our School Handbook, Code of Conduct and Anti-Bullying Policy give clear guidelines as to expectations. For the pupils, this is addressed in assemblies, through our weekly P4C lessons, during online safety lessons, performances by outside companies, and during November as part of anti-bullying month.

### Analysis/comments:

<p><b>Three things school has developed this year:</b></p> <ol style="list-style-type: none"> <li>1) Monitoring of poor punctuality and attendance follow up with letters to parents/carers and meetings with the DHT for persistent poor punctuality and attendance</li> <li>2) Re-introduction of punctuality and attendance cups, awarded in Friday's celebration assembly, along with a lining up cup.</li> <li>3) Behaviour policy reviewed with staff, ensuring that it is appropriate and effective.</li> </ol>
<p><b>Three things we would like to improve next year:</b></p> <ol style="list-style-type: none"> <li>1) Decrease in persistent poor punctuality</li> <li>2) Develop the playground squad at play and lunchtimes which helps children who find socialising difficult and aims to reduce the potential for isolation or bullying</li> <li>3) Develop children's awareness of how name calling and marginalisation are forms of bullying with the goal being a reduction in low-level incidents which have the potential to escalate</li> </ol>

## Section 5. Participation, Engagement and Satisfaction with our Equalities Practices

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

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
School Council:	Children are voted for by their classmates. This is via a ballot system. School Council meetings are held regularly throughout the school year, discussing issues pertinent to the school and the children.
Pupil voice:	This is primarily through the school council. In addition, pupils are able to approach members of staff with their concerns, ideas and proposals. A new venture is the introduction of a concern box in each classroom.
Parents/Carers /Guardians:	Parents/carer consultation meetings. Workshops.
Staff:	Developing new policies. Displays.
Local community:	Governors. Reading volunteers.
Governors:	Policies Reading, discussing and ratifying equalities documents Governor meetings and committee meetings.
Satisfaction with our service:	Questionnaires from stakeholders are carried out from time to time.

### **Workforce – staffing and training**

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. Is it?

<b>Area of focus</b>	<b>Significant information that we can address for following year</b>
Promoting opportunity	All staff receive annual appraisal/performance management meetings where a discussion takes place to review previous targets and then new ones set based on pupil progress, CPD and personal aspirations. Internal vacancies, such as subject leader roles, are open to teaching staff who can then apply in the usual manner. Job vacancies are advertised in the wider press and internal applicants are welcome to apply. Positions are open to any applicant as long as they meet the person specifications and job description.
Fostering good relations	Continue to promote a congenial, safe and understanding environment. Whistleblowing procedures clearly displayed in the staffroom and shared at annual safeguarding training.
Prohibiting harassment	To continue to develop robust systems and practices that ensure all pupils and staff attend a safe and supportive school.

This information was ratified by the governors in January 2018.

Our school information will be reviewed in January 2019.

Signed .....

**Godwin Junior School Equalities Duty – Objectives and Action Plan – January 2017**

Godwin Junior School Equality Objectives: 1. Advance Equality of Opportunity Between People											Date: January 2018	
Objective	Current situation	Success criteria	Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
			Disability	Gender	Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender Reassignment			
a) Raise the level of attainment for underachieving pupils	<ul style="list-style-type: none"> <li>• Embedding of assessment system, tracking against age-related expectations</li> <li>• Pupil Achievement Meetings</li> <li>• Year 6 booster groups (reading and maths)</li> <li>• Maths interventions – assembly time with class teachers and TAs</li> <li>• Maths interventions – afternoons in all year groups</li> <li>• Catch Up Literacy, one to one, now in all year groups</li> <li>• Speech and language groups - NHS SaLT &amp; LCIS SaLT programmes</li> <li>• Learning Mentor meeting and working with vulnerable children</li> <li>• Phonics teaching in year 3 for identified pupils</li> <li>• Reading volunteers in years 3 and 4</li> </ul>	Pupils make good progress.	x	x	x	x				HT DHT AHT	Assessment policy  School Development Plan  Annual Improvement Plan	Ongoing

b) To improve attendance and punctuality	<ul style="list-style-type: none"> <li>• Attendance and punctuality monitored</li> <li>• Persistent poor attendance and poor punctuality <ul style="list-style-type: none"> <li>➤ Monitored</li> <li>➤ Letters to parents/carers from DHT</li> <li>➤ Meetings with DHT</li> <li>➤ Discussed in vulnerable children meetings</li> </ul> </li> <li>• Weekly attendance and punctuality cups awarded during Friday's merit assembly</li> </ul>	Improvements in attendance and punctuality	x	x	x	x				DHT Admin	Attendance	Ongoing
c) Improve evaluations of impact of interventions	<ul style="list-style-type: none"> <li>• Support Plan meetings, bi-annually, AHT and class teachers</li> <li>• Pre-and post-intervention assessments</li> <li>• Termly vulnerable children meetings, monitor and evaluate provision for vulnerable pupils</li> <li>• TAs liaise with class teachers</li> <li>• Outside agencies work with school staff and provide support, and monitor progress.</li> <li>• SaLT programmes now delivered by one specialist TA who has received extra training by LCIS and also works with LCIS and NHS SaLT.</li> </ul>	Evaluations are accurate and effective	x	x	x	x				AHT DHT SLT	Inclusion policy  Special Educational Needs and Disability Policy  School Development Plan  Annual Improvement Plan	Ongoing

**Equality Objectives: 2. Foster Good Relations Between People**

**Date: January 2018**

			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment	Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
			a) Parents/Carers provided with accurate and specific information enabling them to support their children's learning	<ul style="list-style-type: none"> <li>Parents/carers are informed via a half termly curriculum newsletter (hard copies and on school website) and Parent/Carer Conferences.</li> <li>Parent/Carer consultation meetings inform parents/carers of targets for each subject and how to support children with their learning at home.</li> <li>Annual reports to parents/carers are completed and shared at the end of the academic year.</li> </ul>	<p>Parents and pupils aware of targets.</p> <p>Parents are able to support their children at home.</p>	x	x	x	x			
b) To increase parental engagement	<ul style="list-style-type: none"> <li>SLT at the school gates, meeting and greeting parents/carers and families</li> <li>Notice boards</li> <li>Newsletters</li> <li>Flyers</li> <li>Curriculum Newsletters</li> <li>Text communication</li> </ul>	<p>Increased parental engagement and participation in school events.</p> <p>Increased number and</p>	x	x	x	x	x	x	x	DHT SLT	School Development Plan Annual Improvement Plan	Ongoing

	<ul style="list-style-type: none"> <li>• Learning mentor</li> <li>• Termly Parents/Carer Conferences</li> <li>• Parent/carer workshops</li> <li>• School website</li> <li>• Tweets</li> </ul>	<p>quality of homework projects.</p> <p>Increase parent knowledge of the curriculum</p>											
c) Develop community links	<ul style="list-style-type: none"> <li>• Some governors are local residents.</li> <li>• Reading volunteers from local community support children with low attainment in reading</li> <li>• Children and staff contribute to local activities such as Christmas carols and supporting the local food bank</li> </ul>	<p>More local residents are actively involved within the school</p>	x	x	x	x	x	x	x	HT SLT	School Development Plan Annual Improvement Plan	Ongoing	
d) Continue to develop links with Forest Gate Community School for the benefit of staff, children and parents	<ul style="list-style-type: none"> <li>• G &amp; T lessons; art, drama</li> <li>• Year 6; science</li> <li>• Pupil Premium; food tech</li> <li>• Year 5; science, media, PE, French</li> <li>• Year 4; music</li> <li>• After school club; food tech (Years 4,5 and 6)</li> <li>• Sports Day; all year groups</li> </ul>	<p>More Godwin year 6 pupils transfer to FGCS.</p> <p>Children benefit from specialist provision.</p> <p>Staff benefit from watching specialist teaching or using specialist equipment.</p>	x	x	x	x				HT	School Development Plan Annual Improvement Plan	Ongoing	

e) Develop partnership within Newham North Learning Partnership	<ul style="list-style-type: none"> <li>HT attends strategic meetings with HTs in NNLP</li> <li>Subject moderation and sharing of good practice across NNLP schools</li> <li>Sharing of good practice between leaders in the schools in NNLP</li> </ul>	The partnership has a noticeable and measurable impact on standards at Godwin	x	x	x	x	x	x	x	x	HT	School Development Plan  Annual Improvement Plan	Ongoing
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**Equality Objectives: 3. Eliminate Unlawful Discrimination, Harassment and Victimisation**

**Date: January 2018**

			Equality Strand (protected characteristic)									
Objective	Current situation	Success criteria	Equality Strand (protected characteristic)							Lead Person:	Links school policy or school development/ improvement plan	Actioned by: (date)
			Disability	Gender	Race/Ethnicity	Religion/Belief	Pregnancy/Maternity	Sexual Orientation	Gender reassignment			
a) Keep children safe from bullying behaviour	<ul style="list-style-type: none"> <li>Sufficient staff on duty, including some with 1:1 adult support.</li> <li>School follows and encourages 5Cs and anti-bullying behaviours.</li> <li>5Cs linked to British Values and are a core part of assemblies.</li> <li>Anti-bullying month; assemblies and display.</li> <li>Online Safety week in February.</li> <li>Online Safety taught as part of computing curriculum.</li> <li>Online Safety CPD for all teachers and support staff.</li> <li>Online Safety parent/carers workshops.</li> </ul>	<p>Children feel and are kept safe.</p> <p>Minimal amounts of bullying behaviours noted.</p>	X	X	X	X				HT DHT		Ongoing