

Part 1: Information about the pupil population

Total number of pupils

Year	Boys	Girls	Total
Nursery	25	19	44
Foundation	57	63	120
Year 1	62	56	119
Year 2	52	39	91
Year 3	48	42	90
Year 4	51	39	90
Year 5	50	43	93
Year 6	45	44	89
Total	390	345	735

Information on pupils by protected characteristics

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

Disability

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

Number of pupils with disabilities: 14

Pupil Special Educational Need (SEN) Provision		
	Number of Pupils	Percentage (%) of School Population
SEN Support	49	6.7%
EHCP/Statement	9	1.2%
Grand Total	58	7.9%

Ethnicity	Number of Pupils
Any other Asian background	61
Any other Black background	9
Any other ethnic group	8

Any other mixed background	54
Any other White background	36
Bangladeshi	2
Black - African	25
Black Caribbean	36
Chinese	7
Indian	78
Pakistani	25
Refused	13
White - British	320
White - Irish	2
White and Asian	16
White and Black African	13
White and Black Caribbean	30
Grand Total	735

Mother tongue	Number of Pupils
Arabic	1
Bemba	1
Bengali	1
Bulgarian	3
Chinese	6
Dutch/Flemish	2
English	611
French	2
Ga	1
German	1
Greek	2
Gujarati	11

Hindi	8
Hungarian	3
Japanese	2
Kannada	1
Konkani	1
Kurdish	1
Lithuanian	1
Malayalam	2
Other Language	5
Other than English	4
Panjabi	4
Pashto/Pakhto	3
Persian/Farsi	2
Polish	6
Portuguese	4
Romany/English Romanes	1
Russian	4
Slovak	1
Somali	1
Spanish	6
Tamil	16
Thai	1
Turkish	4
Urdu	9
Yoruba	3
Grand Total	735

Religion and Belief	Number of Pupils
Buddhist	7
Christian	245
Hindu	83
Muslim	87
No Religion	221
Other Religion	62
Refused	21
Sikh	9
Grand Total	735

Gender		
Totals	Boys	Girls
735	390	345

Information on other groups of pupils

OfSTED inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

English as Additional Language	Boys	Girls	Number of Pupils	Percentage of Total School Population
Total	76	79	155	21.1%

Free School Meals	Boys	Girls	Number of Pupils	Percentage of Total School Population
Total	27	29	56	7.6%

Looked After Children	Number of Pupils	Percentage of Total School Population
Total	11	1.5%

Young carers

As these numbers are typically very low, the school feels it would be inappropriate to publish this information.

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything we do in school. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and carers to meet our duties under the Equality Act 2010.

We eliminate unlawful discrimination by:

- Adoption of the single Equality, Diversity and Community Cohesion Policy
- Our Positive behaviour Policy and Anti-Bullying Statement ensure all children feel safe at school and address prejudicial bullying
- Recording, responding to and monitoring racist incidents
- Regularly monitoring the curriculum to ensure these learning opportunities across the curriculum are in place to promote respect for diversity and challenge negative stereotyping
- Teaching styles and expectations giving equal entitlement to success
- Tracking and comparative analysis of the progress of groups of pupils to ensure that they are achieving in line with their capabilities
- Ensuring all pupils have the opportunity to access extra-curricular provision, school council, after school clubs etc.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of all parents and pupils in school development, e.g. through parent and pupil surveys.
- Listening to parents and carers at: parent-teacher meetings; feedback about home learning; comments in home-link books; parents' suggestion box; open door policy.
- Listening to pupils in school council.

Foster good relations and community cohesion by:

Being an International School

- Forging links with other schools nationally and internationally.
- Ensuring Equality and diversity is embedded in the curriculum and in collective worship
- Creating opportunities for links within the local community.

What has been the impact of our activities? What do we plan to do next?

- Appropriate learning opportunities experienced by the children
- Collective worship provides opportunities to reflect on issues of Equality
- Learning resources all checked and appropriate resources acquired.
- All children have equality of opportunity and experiences
- Teaching and learning ensures inclusive practices providing equal opportunities for all groups of children
- Children with a disability or identified needs receive appropriate support and make expected progress.
- Tracking monitors all groups and appropriate action is taken as necessary
- Any case of discrimination is dealt with appropriately in accordance with school policy
- Governors play an active role in ensuring policies provide equality of opportunity
- Parents and carers views are taken into account by the school when formulating policy
- Views of parents, carers and pupils are used to shape the further development of the school
- All children and adults with a disability have equality of opportunity and experience a sense of belonging
- All children have the opportunity of being elected to school council and the Eco committee, and undertaking responsibilities within their classes.

- Through the British Council and LA school partnerships the school will further engage with its link schools and has plans to take groups of pupils to visit the schools to engage with pupils in their school environment and to offer a reciprocal arrangement.
- The school will seek parents and carers views on how it deals with Equality of opportunity at school, and any concerns about bullying and behaviour.
- The school will seek to encourage greater parent participation in events.

Part 3: Consultation and Engagement

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

Our main activities for consulting and engaging are:

- parent and carer, and pupil surveys twice a year; school council surveys
- stress management surveys for staff
- open door policy
- school newsletter
- school council
- parents evenings
- school website school contact form

Record of consultation	Who we consulted	Summary	Action Taken
Spring and Autumn 2017	Parent and carers, pupils and staff	Stakeholder surveys	Travel Surveys
9/2017	Parents and Carers	Curriculum meetings	Information on teaching and learning for the coming year
Termly	Parents and Carers	Range of Curriculum and pastoral workshops for parents	Follow-up guidance and support given to parents
Monthly	Pupils	KS2 Cross Year Group PSHE Sessions	Strengths and areas for development identified by pupils
June 2017	Pupils	PASS Survey (Pupil Attitudes to Self and School Survey)	Information analysed to inform Disadvantaged Families Action Plan
October 2017	Staff	Well Being Survey	Grouped formed to carry out actions
01/2017 and 11/2017	Parents	Place2Be Workshop	Feedback taken from parents to refine how Place2Be is perceived by parents and delivered to children (i.e. Place2Talk slip availability and placement).
December 2017 and ongoing	Staff	Staff Voice Meetings	Feedback and follow-up actions shared with staff
January 2018	Parents and Carers	Let's Talk About Woodcote	TBC following Meeting

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
12/2013	Consultation on the new SEN Code of Practice	Views of parents with children with SEND needs.	SEN policy and School offer drafted
6/2014	Consultation on the new SEN school offer	Views of parents of children with SEND needs.	SEN policy and School offer completed 9/2014
11/2014	Review of the SEN policy and SEN Information Report for website	Views of parents of children with SEND needs.	SEN policy and School offer updated 01/2015
9/2016	Review the Anti-bullying and Positive behaviour policies. This was done in consultation with pupils, staff, staff and governors, and parents via the website.	To incorporate actions with regard to prejudicial bullying and disability, ethnicity, race, gender, religion and belief.	Rewards and sanctions updated. Behaviour guidance developed for staff as a quick guide to support full policy. School rules and expectations reviewed and republished to all stakeholders and displayed around the school.

Part 5: Our Equality Objectives

The Equality Act 2010 requires us to publish specific measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

Monitor all learning resources to ensure that they do not reinforce stereotypes, and ensure they provide equality of opportunity and accessibility, including trips, visits and visitors. Subject leaders review new IPC planning for their subject taking into account the needs of all pupils and provide support and guidance as appropriate. Use information from tracking and to continue to raise standards with a particular aim to continue narrowing the progress and attainment gaps between groups of pupils such as PPG & SEND.

Equality objective 2:

Ensuring that an international dimension is present in almost all learning opportunities linked to the International Primary Curriculum (IPC).

For more information please contact:

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