



# Equalities Information and Analysis 2022-2023

## **Our Vision**

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

## **Rights Respecting School**

We are a Right Respecting School and this policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

- **Article 28** – every child has the right to an education
- **Article 29** - education must develop every child's personality, talents and abilities to the full.
- **Article 31** – every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**Policy Updated: March 2023**

**Policy Renewal frequency: Annual**

**Policy Renewal Date: March 2024**

## Section 4. Foster Good Relations Between People

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</b>	
<b>Social and Emotional Wellbeing</b>	<ul style="list-style-type: none"> <li>• Part of the curriculum through PSHE</li> <li>• Individual support for parents through parent support officer</li> <li>• Individual support for children through in-house counsellor</li> <li>• ELSA support for targeted children</li> <li>• The space – self referral for children ran at lunchtime</li> <li>• Zones of regulation for all children</li> <li>• Breakfast club targeted at families who need support around inclusion</li> <li>• Childline number displayed around the school – children know about this service</li> </ul>	<ul style="list-style-type: none"> <li>• Annual anti bullying week with a different focus each time</li> <li>• Parents signposted to support groups/local services</li> <li>• Links with support for learning team</li> <li>• Positive and trusting relationships between children/adults so they know they have someone to talk to</li> <li>• Positive relationships policy</li> </ul>
<b>Pupil Voice</b>	<ul style="list-style-type: none"> <li>• Pupil voice in learning through self/peer assessment</li> <li>• School council</li> <li>• Class meetings/circle times</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Focus groups</li> <li>• Pupil survey</li> </ul>
<b>Positive Imagery</b>	<ul style="list-style-type: none"> <li>• Children and adults from our community are represented on our website</li> <li>• Children and adults with disabilities are represented through topic displays, photos</li> <li>• Books in all classes that represent our diverse world.</li> </ul>	<ul style="list-style-type: none"> <li>• Children and adults of different genders and races are represented through art work, topic displays, posters and photos.</li> <li>• Assembly board has images of inspirational people, spiritual aspects, religious leaders</li> <li>• Stonewall posters</li> </ul>
<b>Community Links</b>	<ul style="list-style-type: none"> <li>• St Hilda's East community centre – projects (such as international women's day)</li> <li>• Mulberry Academy Shoreditch</li> <li>• Toy library open to wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Columbia Market Nursery to support transition</li> <li>• Visits/projects with East London Mosque/Shoreditch Church</li> <li>• School clusters</li> <li>• Projects with Friends of Arnold Circus</li> </ul>
<b>Removing Barriers and Reasonable Adjustments</b>	<ul style="list-style-type: none"> <li>• Disability register – so we are aware of families/children's needs and can anticipate provision (support to attend trips/meetings)</li> <li>• Parents coffee mornings</li> <li>• Parents evenings that are extremely well attended</li> <li>• Open door policy</li> <li>• Accessible ground floor/playground</li> </ul>	<ul style="list-style-type: none"> <li>• We have a good knowledge of our school community and we understand their needs. A good induction of new families and information sharing supports this.</li> <li>• Our parent support workers are able to liaise with different groups of parents with a range of needs and signpost to support as required.</li> </ul>

### Analysis/comments:

#### Things we do well:

- We are a very welcoming and inclusive school. We have built up excellent relationships with families and we engender mutual trust and respect.
- We are flexible to the needs of families and provide support/solutions when there are difficulties.

#### Things we would like to improve:

- We would also like to further develop our expertise in supporting children and families with social/emotional needs.
- We would like to improve our community links further

## Section 5. Eliminate Unlawful Discrimination, Harassment and Victimisation

How we ensure that we achieve this across the school

Examples	Steps the School has Taken	
<b>Exclusions Data</b>	<ul style="list-style-type: none"> <li>Fixed term exclusions are extremely rare because of our robust behaviour policy and the support plans in place for children at risk.</li> </ul>	<ul style="list-style-type: none"> <li>They are recorded/reported according to nationally agreed policy. We have had no permanent exclusions.</li> </ul>
<b>Victimisation Discrimination</b>	<ul style="list-style-type: none"> <li>We have a very robust anti bullying policy and incidents are rare.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers standards along with our vision and values very clearly set out our stance – ‘respect for all, equality for all’.</li> </ul>
<b>Monitoring of Incidents</b>	<ul style="list-style-type: none"> <li>Incidents are dealt with promptly and recorded as per our policies</li> </ul>	<ul style="list-style-type: none"> <li>This reporting procedure covers all forms of discrimination. We ensure that parents/carers are aware of any instances</li> </ul>
<b>Anti-Bullying and Harassment</b>	<ul style="list-style-type: none"> <li>We ensure that this is a focus each year during anti bullying week but is also discussed regularly in assemblies and during class meetings/circle times.</li> </ul>	<ul style="list-style-type: none"> <li>Children also take part in yearly theatre workshops in KS2 that address racism and prejudice.</li> </ul>

### Analysis/comments:

#### Things we do well:

- The children are very clear that this is a ‘telling school’ and if someone feels that they are being bullied or are the victims of discrimination they do tell. We deal with issues promptly and fairly which has really helped to create an ethos of trust and safety. We also involve parents/carers in discussions alongside their children. This ‘triangulation’ ensures that there are no misunderstandings and the parents are supportive of any consequences.
- We have a single equality policy which was developed with parents over two years. This included becoming Stonewall Champions and actively working to prevent homophobic bullying.
- Several parents have thanked the school for the way we have dealt with any issues.
- Our school staff model our expectations very well and are highly professional and respectful. This is underpinned by our vision and values.
- Parents feel confident approaching teachers and senior members of staff when raising concerns.

#### Things we would like to improve:

- To continue to develop our curriculum moving towards an anti-racist curriculum (working with TARCTH – Towards an anti-racist curriculum Tower Hamlets)

## Section 6. Participation and Engagement

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

Examples	Steps the School has Taken (Case Studies)	
<b>School Council</b>	<ul style="list-style-type: none"> <li>The school council regularly meets to discuss equalities issues and looks at school policy.</li> <li>There is a girl and boy representative from each class.</li> </ul>	<ul style="list-style-type: none"> <li>Members are voted for each year – a child will only get one turn.</li> <li>There is a SEN/disability representative on the school council.</li> </ul>
<b>Pupil Voice</b>	<ul style="list-style-type: none"> <li>Weekly good learning assembly.</li> <li>Target setting</li> <li>Focus group meetings</li> <li>The Space (Emotional Learning Support)</li> </ul>	<ul style="list-style-type: none"> <li>Contributions to assemblies</li> <li>Thorough elections</li> <li>PSHE curriculum</li> <li>Circle Time</li> </ul>
<b>Parents, Carers and Guardians</b>	<ul style="list-style-type: none"> <li>Parent coffee mornings</li> <li>Parent survey every two years</li> <li>Annual governors/head reporting to parents</li> <li>Parent workshops on policies</li> </ul>	<ul style="list-style-type: none"> <li>Parent support workers monitoring engagement of different groups and supporting them in accessing services</li> <li>Parent governor elections</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>Development of vision and values</li> <li>School improvement plan</li> <li>Staff meetings</li> <li>Staff Circle Time</li> <li>Regular 1:1 for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</li> <li>Development of single equality policy</li> <li>Thorough discussions in pupil progress meetings looking at the progress of different groups</li> </ul>
<b>Local Community</b>	<ul style="list-style-type: none"> <li>Collaborative projects with Mulberry Academy Shoreditch</li> <li>Through local projects e.g. St Hilda's projects</li> </ul>	<ul style="list-style-type: none"> <li>Links with other schools/community groups.</li> <li>Links with others through sports competitions</li> </ul>
<b>Governors</b>	<ul style="list-style-type: none"> <li>Developing and monitoring policies and practice</li> </ul>	<ul style="list-style-type: none"> <li>Regular reporting to governors</li> </ul>

### Analysis/comments:

#### Things we do well:

- Developing and valuing pupil voice through School Council, Circle Times, Focus Groups and strong relationships.
- All staff feel valued and empowered and feel they have a voice. Staff meetings, personal learning opportunities, feedback and circle time enable all to feel part of the school community.

#### Things we would like to improve:

- We would like to engage our parent community further; parent voice needs developing as well as opportunities to take further part in school's life to fully embrace our values.