

Equality Information and Objectives Report and Statement



Normand Croft Community School

An International Family of Learners

Agreed and adopted by: Senior Leadership Team

Date: July 2023

Next review: July 2024

Policy revisions :

Annual Equality Report 2022-2023

Public Sector Equality Duty

The Equality Act 2010 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.

Normand Croft Community School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are equal.

Our approach to equality is based on the following key principles:

- a. all learners are of equal value
- b. we recognise, respect and value difference and understand that diversity is a strength
- c. we foster positive attitudes and relationship
- d. we foster a shared sense of cohesion and belonging
- e. we observe good equalities practice for our staff
- f. we have the highest expectations of all our children
- g. we work to raise standards for all pupils, but especially for the most vulnerable.

In the light of the Covid-19 pandemic, issues of equality of opportunity have very much come to the surface, in particular in relation to access to books, reading role models and access to IT. This will form part of the equalities work.

Reflecting on the views of pupils, parents, staff, governors and community and our equality data analysis we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years.

Equality objectives 2022-2026

1. To tackle prejudice and develop understanding in relation to protected characteristics so that all staff feel confident in responding effectively to prejudice-related incidents and bullying.
2. To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.
3. To ensure every child has access to quality books that reflect the school community and beyond so that they can build up a library of their own books and read for pleasure.
4. To promote and enhance community cohesion by ensuring that all family groups are engaged within the school community.
5. To ensure families understand our legal duty to teach relationships and health education and have an ongoing dialogue to develop their knowledge of our approach based on facts not fear.

Progress towards achieving objectives 2022-2023

- 1. To tackle prejudice and develop understanding in relation to protected characteristics so that all staff feel confident in responding effectively to prejudice-related incidents and bullying.**
 - Professional development included anti-racism training and micro aggressions training to develop a shared understanding and reflect on lived experience of both our staff team and our families.
 - Curriculum leaders reviewed their curriculum area to ensure references to Black British history, black lives matter and opportunities to learn about anti-racism are included in curriculum plans. Black History Month is acknowledged and celebrated but is not the only time we focus on Black history as we feel this is tokenistic.
 - Religious leaders and people practising different world faiths visited school as part of the RE curriculum.
 - Diversity and equality continued to be promoted through whole school displays, assemblies and throughout the curriculum particularly in PSHE, art, history, RE, and music.

- Resources produced by the Stephen Lawrence Foundation were used to participate in Stephen Lawrence Day and a micro grant was used to purchase class copies of The Life of Stephen Lawrence by Verna Allette Wilkins
- Class teachers and support staff are more able to seek advice about managing racist or discriminatory incidents
- The reporting of racist or discriminatory incidents needs to be embedded.
- Religious leaders and people practising different world faiths visited school as part of the RE curriculum.
- Diversity and equality continued to be promoted through whole school displays, assemblies and throughout the curriculum particularly in PSHE, art, history, RE, and music.

2. To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.

- The Senior Lead for Inclusion worked closely with an LA attendance adviser to support children with persistent absence.
- The school was proactive in meeting families to gain greater insight into the causes for poor attendance and worked with the families to improve attendance.
- A comprehensive analysis of attendance for 2022/2023 was shared with governors and the LA adviser.
- Attendance continues to be monitored closely and support/challenge given to parents.
- Attendance summaries form part of the Head Teacher's termly report to governors.

3. To ensure every child has access to quality books that reflect the school community and beyond so that they can build up a library of their own books and read for pleasure.

- The school has been proactive in making links with charities that donate high quality books for children to take home including Thomas' Foundation and the Children's Book Project.
- At least 3 times a year, children were able to select a book of their choice to read and take home to keep.
- Book audits across the curriculum were carried out to ensure books reflect the school community and beyond and new books purchased where necessary

- Children requested books by particular authors and/or on particular topics to read for pleasure

4. To promote and enhance community cohesion by ensuring that all family groups are engaged within the school community and attend at least 3 school events a year.

- 'Meet the team', progress meetings and Family workshops on a range of subjects were reinstated following the disruption due to Covid 19 across EYFS and Primary
- EYFS nativity, Primary pantomime and Summer Fair were well attended by a large number of our families and members of the wider community
- SEND support plan meetings took place
- Families were signposted to a range of external providers
- Mentoring programme

5. To ensure families understand our legal duty to teach relationships and health education and have an ongoing dialogue to develop their knowledge of our approach based on facts not fear.

- Family meeting explaining our approach to relationships and health education and links with the science curriculum was offered to all parents
- Parents concerns were listened to and teaching resources were shared with parents
- Where parents had individual concerns they met with school staff (supported by the Deputy head teacher when asked) and these were resolved
- Pupil voice showed that children in Year 5 & 6 welcomed the sessions on online safety, puberty and human reproduction taught by an external health expert and found them informative and welcome.
- New resources to support the teaching of Relationships and Health were reviewed to ensure there is a clear progression within a spiral curriculum.

Diversity information

Normand Croft Community School is a one form entry nursery and primary school in West Kensington.

There is provision for 2 year olds as well as a nursery for 3-4 year olds. The Primary phase consists of one class in each year group from Reception to Year 6.

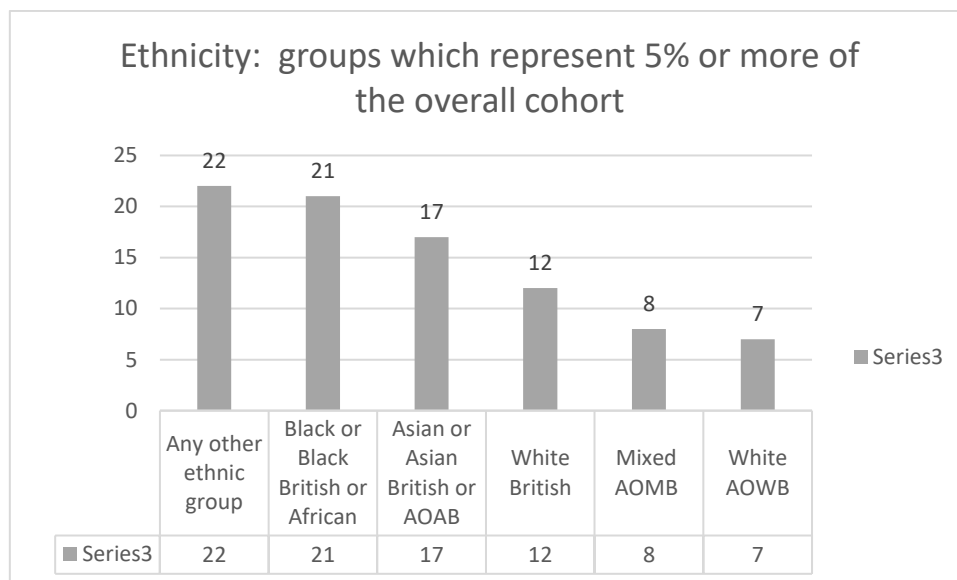
The percentage of children attending who are classified as pupil premium children, meaning they are entitled to free school meals either now or in the last six years is well above average.

The number of children with English as an additional language. Is well above average.

The number of children with SEND support is above average and those with an EHC plan is well above average.

The school's stability is well below average

The ethnic groups which represent 5% or more of the overall cohort are as follows:



Over twenty languages are spoken in our school community including Arabic, Bengali, Dari, English, Farsi, Filipino, Georgian, Gujarati, Indonesian, Italian, Krio, Oromo, Portuguese, Somali, Spanish, Urdu and Yoruba.

This will be reviewed each year in July and targets will be set again in 2026.