



Equality Information and Objectives Statement

Reviewed Edition	March 2020
Next Review	March 2021
Person responsible for updating policy	HT

School Context

Wallace Fields is situated in a suburban area and is a two form entry Junior School. In April 2020 there were 272 pupils. The proportion of pupils from minority ethnic backgrounds is broadly average, as is the proportion for whom English is an additional language. Most pupils come from more favourable backgrounds than usual and only 13 qualify for Free School Meals. There are no pupils from traveller, refugee or asylum seeker families. The proportion of pupils with learning difficulties and disabilities, and of those with statements of special educational needs, is below average. Children's attainment on entry is above that expected.

Data about our School Population (March 2020)

Ethnic Composition	Pupils
Indian	15
Pakistani	7
Bangladesh	2
Chinese	3
Any other Asian background	10
Black African	3
White British	172
White Irish	1
White European	15
White Other	4
White and Asian	19
White and Black African	1
Any other mixed background	11
Any other ethnic group	6

Refused	1
Gender Composition	Pupils
Male	150
Female	122
Disability Data	Pupils
Individuals who consider themselves to have a disability	0
Educational Needs	Pupils
Pupils with a statement of Special Educational Needs	3
Pupils with Special Educational Needs at any stage of the SEND Code of Practice	28

Linguistic Diversity (First Language)	Pupils
Arabic	5
Bengali	1
Bengali (Sylheti)	1
Bulgarian	1
Chinese	2
Chinese (Cantonese)	1
Chinese (Mandarin/Putonghua)	2
Dutch/Flemish	1
English	192
French	3
German	2
Gujarati	1
Hindi	7
Italian	4
Japanese	2
Kannada	1
Konkani	1
Korean	1
Luganda	1
Marathi	1
Malay/Indonesian	1
Indonesian/Bahasa Indonesia	1
Pashto/Pakhto	2
Panjabi	1
Polish	3
Portuguese	1
Farsi/Persian (Any Other)	1
Romanian (Romania)	2
Russian	2
Sinhala	1
Slovenian	2

Spanish	4
Tamil	7
Telugu	1
Thai	1
Turkish	2
Urdu	9
Vietnamese	1

The Specific Duties – (a) Information Showing the School has complied with the General Duty

Duty	Action Taken
	<ul style="list-style-type: none"> • We have reviewed the whole school profile which is relatively diverse, both ethnically and culturally, compared with schools nationally. We have underlined the centrality of equality in our community school, recognising that our children belong to a society and world that is diverse and multicultural. • There are virtually no reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour (including racist and homophobic) and those that do occur are managed effectively by staff (following internal procedures) who appreciate the value of diversity and the need to promote equal opportunities • Our school has an Equality Policy in place and the current required Equality Schemes and Disability Access Plan.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> • Pupils who have particular needs are well supported in our school. • There are effective and established monitoring systems in place to track pupil progress. Care guidance and support is excellent. Groups and individuals are tracked where relevant and pupils and staff are careful to intervene to prevent incidents of bullying. Pupils report they feel safe in school and that their views are listened to. Our Anti-Bullying policy and procedures have recently been updated and each year the school has an Anti-Bullying week to help children address the issue of bullying.
Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> • Equality and Inclusion are central to the school’s values. We are a school that celebrates difference and achievement. • Pupils access a curriculum where there are opportunities to discuss difference and diversity both across the school and in the wider community. • House Captains choose the charities we support within the academic year; these are discussed at termly house meetings. • School Council members are voted for by their own class and meet regularly. They are broadly reflective of the diversity of the school community.

The Specific Duties – (b) Publish Evidence of Equality Analysis Undertaken

School should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

Policy/Practice Considered	Outline of how the policy/practice was evaluated	Outcome of analysis
Behaviour	The Behaviour Policy has been recently updated to ensure greater continuity across the school. School council, parents and the Governing Body have been consulted.	We will review the policy annually to ensure best practice and fair sanctions/rewards across the school community.
Anti-bullying	The Anti-Bullying policy is reviewed annually by the PSHE Coordinator, SLT and Governing Body. School 'buddies' and older children are key in setting a good example to younger children.	A bullying proforma is filled out when a bullying concern is raised – this establishes whether there is clear evidence of bullying. These are kept centrally in the Headteachers office.
Equal opportunities	The Equality Policy is reviewed regularly by the Governing Body.	Class teachers keep a record of opportunities in class with regards to performances, monitors etc.
Curriculum & Religious Education policies	These policies are reviewed on a rolling programme by the subject coordinators and Governing Body. They are reviewed in order to reflect the school's wider aims and values. The R.E. policy encompasses the requirements of the Surrey Locally Agreed Syllabus for R.E. (2012-2017)	Diversity is reflected in R.E. sessions where parents are asked to come in to school to discuss festivals/celebrations. These are also discussed within whole school assemblies and PSHE/SEAL sessions.
Learning and teaching	The policy is reviewed regularly by SLT, Governing Body, teaching staff and School Council. Teaching and Learning is central to our school where we look to ensure that every child is able to access the curriculum. Different learning styles are catered for. Regular observations are undertaken by SLT and Core Subject Coordinators	This policy is continually evolving in line with Government guidelines and is underpinned by our school's aims and values. Lesson observations ensure all children are catered for.

Policy/Practice Considered	Outline of how the policy/practice was evaluated	Outcome of analysis
Safeguarding	The policy is reviewed by The DSL and Governors annually to ensure it reflects current legislation and practice.	All staff under take safeguarding training when they begin work at the school and this is reviewed every three years.
Recruitment	The school's Recruitment Policy is reviewed regularly and its effectiveness reported on annually to the Personnel Committee by the committee chairman.	This links closely to the Equality Policy.

The Specific Duties – (c) Publish Details of Engagement Undertaken

Individual/group engaged or consulted with	Outline of the nature of the engagement	Summary of outcomes from consultation
Pupils	Pupils are involved in the decision making procedures in the school, primarily through the use of School Council and House Captains once a month. Individual classes are often consulted through group discussion on questionnaires.	Pupils feel safe and secure at school and are confident to raise issues/concerns with members of staff when necessary using the SEAL box. Overall pupils feel engaged in wider school life and feel that they are listened to.
Staff	Staff meet regularly and are consulted in all areas of school life. All staff are dedicated to contributing to pupil progress and ensuring all children feel secure.	Appraisals highlight needs for training and CPD, including Equality and Diversity.
Governors	The Governing Body regularly review issues pertaining to Equality and Inclusion.	The Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents	The majority of parents regularly consult with the school through PTA events and meetings. The school adopts an open door policy where parents are asked to raise any issues with staff as soon as they arise. Parents are invited to parent consultations once a term to discuss pupils and progress.	Parents recognise and value the inclusive ethos of the school. We seek to improve communication with parents. This has been done in a variety of different ways; these include better use of new technologies, weekly bulletin from the Headteacher, parents evenings and coffee mornings with the Headteacher and Deputy Head.