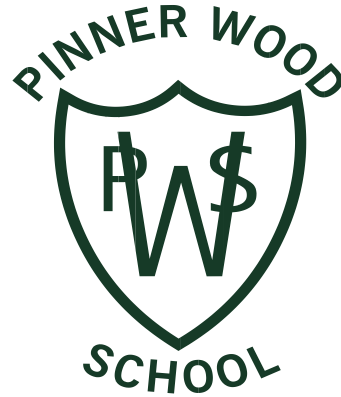


PINNER WOOD SCHOOL



Equality Background and Objectives

Approval Authority:

Effective From:

November 2024

Date Ratified by GB:

Next Review Date:

November 2028

Signed by Chair of GB:

Pinner Wood School

Equality Data and Objectives



Ethos

‘Learning as we grow, growing as we learn!’

At Pinner Wood we are committed to providing our children with a high-quality education through which every child has the opportunity to dream big and achieve to the very best of their ability.

Our staff have high expectations of all children regarding their academic, social, emotional and spiritual development reflected in our mission: ‘Growing as we learn, learning as we grow’

Aims and Vision

Pinner Wood is a school situated in Pinner servicing a diverse community. We are committed to the development of the whole person within a supportive, secure and creative environment and underpinned using our school values. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils regardless of race, disability, gender, gender re-assignment, age, sexual orientation, religion and belief and sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

Our School is based on a set of clear and explicitly taught values:

- **Choose Kind**
- **Heart of our Community**
- **Enjoy Learning**
- **Dream Big**
- **Step Up**
- **Strength through Positivity**

Our policies and practice at Pinner Wood will always support and reference these values.

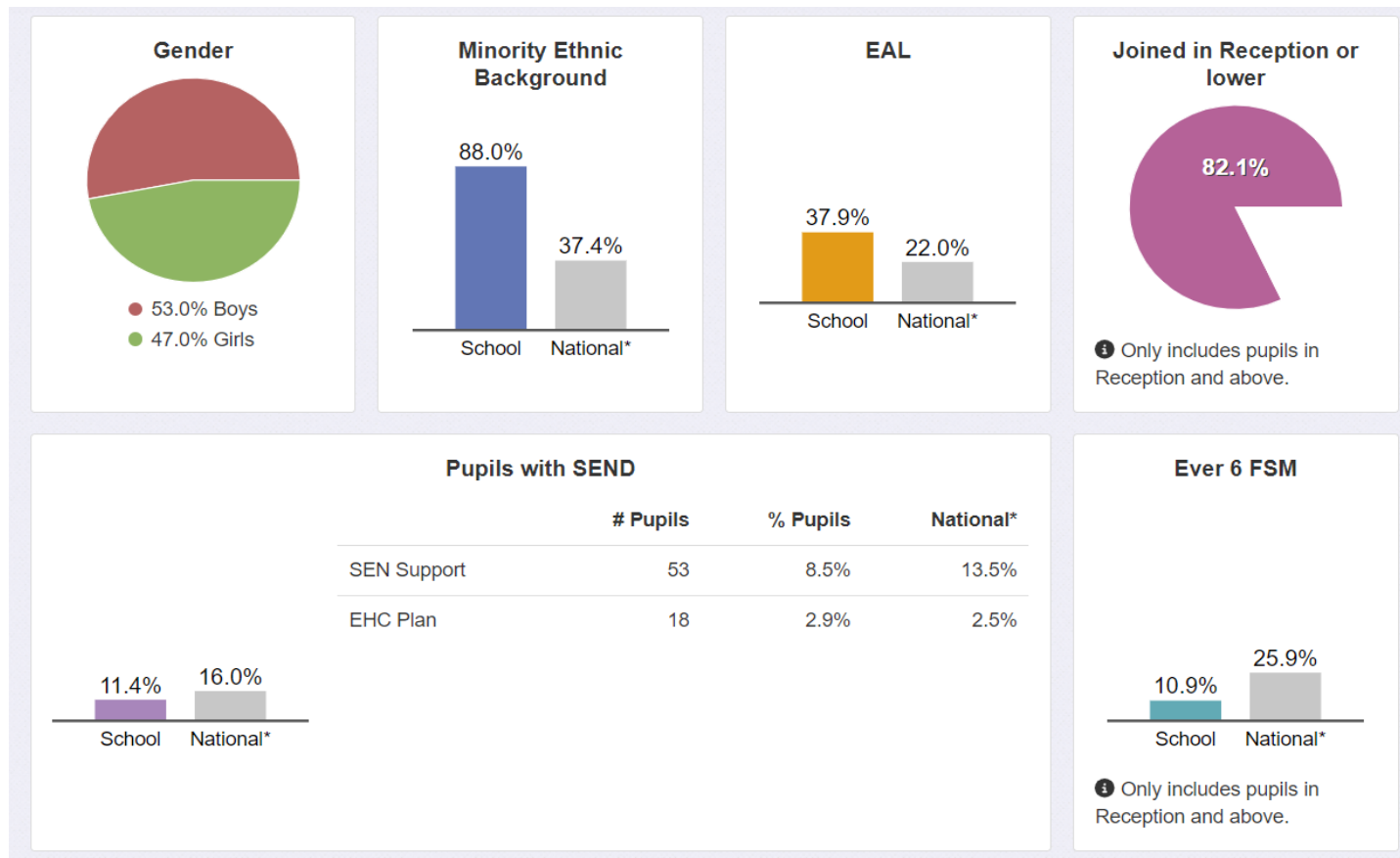


EQUALITY OBJECTIVES

Welcome to Pinner Wood School

Pinner Wood School has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils (Data Current as of November 2023)



Ethnicity		
	#Pupils	%Pupils
Afghan	3	0.4%
African Asian	1	0.1%
Any Other Asian Background	54	8.0%
Any Other Black Background	1	0.1%
Any Other Ethnic Group	22	3.3%
Any Other Mixed Background	23	3.4%
Any Other White Background	51	7.6%
Arab Other	2	0.3%
Bangladeshi	13	1.9%
Black - African	37	5.5%
Black - Nigerian	1	0.1%
Black - Somali	1	0.1%
Black Caribbean	6	0.9%
Chinese	2	0.3%
Chinese and Any Other Ethnic Group	1	0.1%
Greek Cypriot	1	0.1%
Indian	283	42.1%
Iranian	1	0.1%
Latin/ South/ Central American	1	0.1%
Nepali	1	0.1%
Other Asian	2	0.3%
Other Black African	1	0.1%
Other Ethnic Group	1	0.1%
Other Mixed Background	2	0.3%
Other Pakistani	1	0.1%
Other White British	2	0.3%
Pakistani	39	5.8%
Refused	2	0.3%
Sri Lankan Other	1	0.1%
Sri Lankan Tamil	5	0.7%
Turkish	1	0.1%

SEND Specific Needs		
	#Pupils	% Pupils
Speech, Language and Communication Needs	55	8.2%
Specific Learning Difficulty	4	0.6%
Social, Emotional & Mental Health	11	1.6%
SEN Support, No Specialist Assessment	4	0.6%
Physical Disability	2	0.3%
Other Difficulty/Disability	1	0.1%
Moderate Learning Difficulty	4	0.6%
Hearing Impairment	2	0.3%
Global developmental delay	1	0.1%
Down's syndrome	1	0.1%
Autistic Spectrum Disorder	10	1.5%

White - British	60	8.9%
White - English	4	0.6%
White and Asian	13	1.9%
White and Black African	2	0.3%
White and Black Caribbean	19	2.8%
White and Chinese	1	0.1%
White and Indian	1	0.1%
White Eastern European	1	0.1%
White European	5	0.7%
White Other	1	0.1%

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following (see below) to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils

At Pinner Wood we also understand our contribution towards community cohesion. We aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.

We aim to:

- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

The stated aims are achieved through the following objectives:

Our equality objectives, as agreed with the Governing Body are:

1. To promote cultural understanding and awareness, valuing and celebrating the many cultures, heritages and religious beliefs within our school community.

2. To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen.
3. To ensure our learning and teaching environments are engaging and representative of all protective characteristics so that pupils can be seen.
4. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities
5. To actively close gaps in attainment and achievement between students and all groups of students; especially pupils in receipt of pupil premium funding.
6. To ensure that all pupils are offered a wide breadth of trips and experiences. To ensure trips, experiences and visitors at Pinner Wood offer a rich and diverse range of experiences.
7. Parent/ Pupil Voice – to set up a range of networks, information events and feedback sessions so we can hear views from a wide range of voices at Pinner Wood.
8. To offer equality training for all staff.
9. To review relevant school policies and publications to ensure they clearly reflect the aim of inclusivity

In addition to the shared Equality Objectives above, the School has an Equality, Diversity and Inclusion Action Plan Mr Nathan Mainwaring (Assistant Head) is responsible for this area and Tejal Tanna is our link Governor.

Objective	Strategies	Timescale	What will success look like?
To promote cultural understanding and awareness, valuing and celebrating the many cultures, heritages and religious beliefs within our school community.	• Bee you campaign • Celebrating festivals/ events throughout the year – draw up yearly calendar and reference. • Assembly of all major festivals at Pinner Wood • Annual cultural day • Bee You day • Visitors/ speakers into school • Always promoting 'Heart of our Community value' through day to day life.	Bee you – Autumn 1 Cultural Day – Autumn 1 On- going	All pupil/ families/ staff and Governors feel represented and valued at Pinner Wood.
To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen.	• Continually looking at curriculum offer and updating to ensure it is modern/ current and reflecting needs of community. • Annual update of books for library – current titles/ diverse range of books.	On-going	Curriculum at Pinner Wood is diverse and has positive representation of all protective characteristics.
To ensure our learning and teaching environments are engaging and representative of all protective characteristics so that pupils can be seen.	• Review of Learning environment • Updating to ensure displays/ resources/ books are representative. • Environment celebrate the work done in this area e/.g Bee You displays around school.	On-going	The learning environment is attractive, engaging and representative of all protective characteristics.

To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities	○ Monitor groups ○ Ensure all children have access to clubs especially those in receipt of PP funding. ○ Select pupil leaders from a range of groups and backgrounds. ○ Ensure we are offering a range of clubs for pupils to access.	On-going	All pupils have access to clubs and leadership roles.
To actively close gaps in attainment and achievement between students and all groups of students; especially those in receipt of Pupil Premium funding.	○ Monitor progress and attainment of all pupils across the school. ○ Identify gaps in learning and respond to these. ○ Pupil progress meetings to focus on attainment and progress of those falling behind. ○ Focus on pupils in receipt of PP funding – look at where gaps are/ barriers to learning and respond. ○ Focus on PP children through teacher appraisal targets – looking at how these children are performing across the curriculum. ○ Implement strategies to support with learning as need arises.	On-going	All pupils' attaining and progress well across the curriculum. Pupils in receipt of PP funding progressing well. Gap closing and strategies in place to support learners.
To ensure that all pupils are offered a wide breadth of trips and experiences. To ensure trips, experiences and visitors at Pinner Wood offer a rich and diverse range of experiences.	○ Monitor trips offered across curriculum ○ Ensure range of experiences ○ Visitors in from wide range of background/ heritage/ religion so all protective characteristics represented in school ○ RE trips to a wide range of places f worship so by year 6 children have been to a wide range. ○ Offer rich experiences for pupils e.g. London musical trip in year 6, residential. ○ Ensure all children can access trips. Support to overcome barriers e.g. funding.	On-going	All children at Pinner Wood access a broad range of trips and experiences.
Parent/ Pupil Voice – to set up a range of networks, information events and feedback sessions so we can hear views from a wide range of voices at Pinner Wood.	○ Set up a range of informal experiences so that a wide range of families/ children have a chance to be heard eg. coffee events. Workshops, SEN coffee mornings, Iftar dinner, cultural evening. ○ Range of community events with Friends of Pinner Wood- families to attend and support. ○ Look at ways that we can target harder to reach groups in our community by targeted support/ feedback back sessions. ○ Annual parent survey sent and feedback given.	On-going	All families feel included at Pinner Wood and their voices heard.

	○ Pupil groups across Pinner Wood. ○ Active School Council representing all voices.		
To offer equality training for all staff.	○ Unconscious Bias training planned for December 2023 ○ Working party set up in school and looking at DEI objectives. ○ Extended working party to include families/Govs/ Pupils.	Dec 2023 On-going	Staff are trained and have a good knowledge of DEI at Pinner Wood. Staff given opportunity to challenge their own thinking and take action (personal target)
To review relevant school policies and publications to ensure they clearly reflect the aim of inclusivity	○ To continue to review policies/ systems and procedures at Pinner Wood to reflect our values and inclusion	On-going	Pinner Wood is a wholly inclusive school and our policies/ systems/ procedures reflect this.