## WIMBLEDON CHASE PRIMARY SCHOOL

Empowering individuals to thrive and contribute positively in a diverse and ever-changing world

# Equality Information and Objectives

## 2026 -2029

***At Wimbledon Chase Primary School, policies are designed to ensure that the child is at the centre of all our decision-making. All staff are aware that whole school and class systems are established to ensure that every child is able to share and express their concerns in a safe and confidential manner. We constantly strive to ensure that all children know their worries and views will be taken seriously by all staff and that every child will be treated with respect.***

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# 1. School Statement on Equality

Our school is committed to equality as both an employer and a service provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for children and staff.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents, and through our School Council, our Equal, Different, Included team, our Rights Respecting School team, our Eco team, our House Ambassadors, our Food Forum team and our Wellbeing team.
- We aim to make sure that no-one experiences harassment, less favorable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

# 2. Aims

**We welcome our general duty under the Equality Act 2010 to;**

- Eliminate **unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 201
- 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.

We also welcome our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives

which show how we plan to tackle particular inequalities and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

## 3. Eliminating discrimination

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a Special Educational Needs Policy that outlines the provision the school makes for pupils with special educational needs.
- We have an Accessibility Plan that supports all members of our school community to reach their potential through full access to all areas of school life.
- Our admission arrangements are those set out by the LA, giving priority to pupils with special educational needs and those in care.
- Our complaints procedure sets out how we deal with any complaints relating to the school. We have procedures for addressing staff discipline, conduct and grievances.
- We have a Staff Code of Conduct Policy that states clearly that discrimination or prejudice of any kind will not be tolerated.
- We monitor the attainment and progress of all our pupils by protected characteristics.

## 4. Advancing equality of opportunity

- We make reasonable adjustments to ensure that pupils with disabilities are not put at a disadvantage compared to other pupils.
- We aim to involve learners and staff with protected characteristics in the changes and improvements we make and consult them on issues affecting them.
- We carry out an Accessibility Plan for pupils that increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to them.
- We promote understanding through PSHE and assemblies (to include protected characteristics, special educational needs and EAL status).

## 5. Fostering good relations

- We promote tolerance, friendship and understanding of a range of religions and cultures, ethnicities, race, ability and lifestyle through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- We hold assemblies dealing with relevant issues. Through our School Council, Rights Respecting and Equality, Different, Included Ambassadors teams, pupils are encouraged to take a lead in school decision making and ensuring that all are treated fairly and equally.
- We work with our local community to foster good relations.
- We encourage and implement initiatives to deal with tensions between different groups of pupils within the school. Our pupil teams have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in school's activities.

## 6. Equality Considerations in Decision-Making

- Our Equality and Diversity Leader participates in leadership meetings to ensure E&D has been considered when significant decisions are made.
- The E&D link governor will report on ED&I matters to the full governing body and ensure that equality implications inform their discussions and decision-making.

## 7. Roles and Responsibilities

**The Governing Body will:**

- Ensure that the equality objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

**The Equality Link Governor will:**

- Meet with the designated member of staff for equality regularly and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full Governing Body regarding any issues.

**The Headteacher will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

**The Equality and Diversity Leader will:**

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the Equality Link Governor regularly to raise and discuss any issue.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives.

## 8. Information about the pupil population (Autumn Census 2024)

Number of pupils on roll at the school: 671

## 9. Information on pupils by protected characteristics, as defined by the Equality Act 2010

***Data is organised in descending order of pupil count.***

| **Pupil Special Educational Needs (SEN) Provision** | | |
|---|---|---|
| | **Number of pupils** | **Percentage (%) of school population** |
| No Special Education Need | 580 | 86.8 |
| SEN Support | 56 | 8.38 |

| | | |
|---|---|---|
| EHCP | 32 | 4.79 |

| Ethnicity | Total | % |
|---|---|---|
| Any other Asian background | 58 | 8.6 |
| Any other Black background | 1 | 0.1 |
| Any other ethnic group | 8 | 1.1 |
| Any other mixed background | 55 | 8.2 |
| Any other White background | 140 | 20.9 |
| Bangladeshi | 3 | 0.4 |
| Black - African | 3 | 0.4 |
| Black Caribbean | 2 | 0.3 |
| Chinese | 51 | 7.6 |
| Indian | 46 | 6.8 |
| Information Not Yet Obtained | 6 | 0.9 |
| Other Asian | 1 | 0.1 |
| Korean | 1 | 0.1 |
| Pakistani | 15 | 2.2 |
| Refused | 29 | 4.3 |
| White - British | 189 | 28.2 |
| White - Irish | 7 | 1.0 |
| White and Asian | 38 | 5.6 |
| White and Black African | 8 | 1.1 |
| White and Black Caribbean | 7 | 1.0 |

| Gender | | % |
|---|---|---|
| Female | 327 | 47.9 |
| Male | 341 | 51.0 |

| Religion | Group Size | % |
|---|---|---|
| Buddhist | 11 | 1.6 |
| Christian | 214 | 32.0 |
| Hindu | 43 | 6.4 |
| Jewish | 2 | 0.3 |
| Muslim | 80 | 11.9 |
| No Religion | 256 | 38.2 |
| Other Religion | 1 | 0.1 |
| Refused | 34 | 5.0 |

**Gender identity or reassignment**

- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

**Sexual orientation**

- We do not collect data on the sexual orientation of our pupils.

## 10. Information on other groups of pupils

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

| **Pupil with English as an additional language (EAL)** | | |
|---|---|---|
| | **Pupil count** | **Percentage** |
| EAL | 319 | 47.7 |
| Non EAL | 349 | 52.2 |

| **Pupils from low-income backgrounds** | | |
|---|---|---|
| | **Pupil Count** | **Percentage** |
| Pupils eligible for Pupil Premium | 58 | 8.6 |
| Pupils not eligible for Pupil Premium | 610 | 91.3 |

## 11. Equality Objectives

**Equality objective 1:**

**Objective:** To maintain and enhance staff understanding and confidence around LGBTQIA+ inclusivity, aligning with our Rights Respecting School ethos. We aim for 90% of staff members to complete ongoing CPD training by July 2027.

**To achieve this objective, we plan to:**

- Our school's Equality and Diversity (E&D) leader will continue collaborating with the Merton School Improvement Equality and Diversity Lead to plan bespoke CPD for our staff and school.
- The E&D Leader will attend Equality and Diversity Network meetings regularly.
- The E&D leader will continue engaging in Empowered webinars and forums to stay updated on best practices.
- The E&D leader will provide ongoing feedback and deliver staff training based on current developments.
- Monitor staff understanding and confidence through the Equalities Award process, ensuring progress is evaluated consistently.
- Continue to provide Equaliteach training for all staff via webinars, alongside regular updates and materials.
- Governors will attend training on the Equality Act 2010 and Merton Diversity training to strengthen governance in line with our equality goals.
- Implement and regularly review the school's Positive Relationship and Behaviour Policy to ensure it treats all children fairly and reflects their diverse cultures, ethnicities, and abilities. The Positive Relationship and Behaviour Policy will uphold anti-bullying principles, promoting mutual respect, good relations, and an understanding of prejudice, discrimination, and offensive language.

**Equality objective 2:**

**Objective 2 :** To monitor and maintain children's satisfaction and perceptions of inclusivity, targeting an increase in positive responses by 5% over the next three academic years.

**To achieve this objective we plan to:**

- Develop and maintain inclusive classroom practices and support systems.
- Educate the whole school community about the different needs and beliefs to foster empathy and understanding.
- Embrace differences and celebrate diversity as a strength and foster an environment where everyone's unique qualities are respected and appreciated.
- Work with the whole school community to promote knowledge and understanding of different cultures, beliefs and backgrounds- encourage open dialogue and active listening. Provide platforms for individuals to share their experiences, concerns and ideas.
- Promotion of Cornerstones Curriculum.
- Rights Respecting Schools focus carried out each week.
- Monitoring our inclusive provision as part of Equalities Award process.
- Carry out monitoring of all subjects across the curriculum with an inclusive focus.
- Monitor and purchase resources to ensure that all children feel valued and included.
- Liaise with librarian and literacy lead to ensure diverse book initiatives continue.
- Organise events that showcase different cultures, traditions and perspectives, fostering a sense of belonging for all- Continue to acknowledge and celebrate specific months and days such as Black History Month, Pride, Universal Children's Day, World Mental Health Day, Refugee Week.

**Equality objective 3:**

**Objective 3:** Ensure that our EAL families feel included in the community and have access to support for their children through feedback from EAL families on their experiences, challenges, and support needs.

**To achieve this objective we plan to:**

- Enhance communication and engagement with EAL families to better understand their needs and provide tailored support.
- Increase the representation and visibility of diverse cultures and languages within the school environment and curriculum.
- Improve access to and participation in extra-curricular activities for EAL pupils to foster a sense of belonging and community.

**Monitoring arrangements**

- The Headteacher will update the equality information we publish, at least every year. This document will be reviewed by the governors at least every 2 years.
- This document will be approved by the Governing Body.
- Equality objectives will be reviewed and updated at least once every four years.
- The Equality objectives will be measured with annual surveys at the beginning, during and end period of 2024-2027.

## 12. Links with other policies

This document links to the following policies:

- Accessibility Plan
- SEND Policy
- Management of Positive Relationships and Behaviour Policy

- School Development Plan
- Equality and Diversity Policy
- RSE Policy
- PSHE Policy

**School Development Area Leader: Mrs C Burnett**

**Linked Governor: Mr J Hearn**

**Signed: C Burnett** **Signed: J Hearn**

**Date agreed: October 2026**

**Review date: October 2027**