THE SHERWOOD SCHOOL

Equality Information & Objectives

September 2026

School Policy Statement on Equality and Community Cohesion

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

- We strive to ensure that everyone is treated fairly and with respect.
- We make every effort to ensure that our school is a safe, secure and stimulating place for everyone.
- We recognise and respect that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We know that for some pupils, extra support is needed to help them to achieve and be successful.
- We endeavour to ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We endeavour to ensure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, race 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.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and 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 2019 to be user focused and promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information, please contact:

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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.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 222

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

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There are pupils at our school with different types of disabilities and these include:

- Hearing impairment
- Speech, Language and Communication needs
- Medical needs including diabetes, asthma and genetic conditions,
    - Physical and Sensory needs including gross motor coordination difficulties
- Social, Emotional and Mental Health needs including ASD and ADHD.

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils 222	**Percentage (%) of school population**
No Special Education Need	169	76.13%
SEN Support	43	19.37%
Education and Health Care plans (EHC)	10	4.50%

Ethnicity and race							
	Boys	**Girls**	**Total**		**Boys**	**Girls**	**Total**
Asian or Asian British				**Mixed**			
Sri Lankan	3	2	**5**	Other mixed heritage	9	7	**16**
Indian heritage	9	9	**18**	White and Asian	2	3	**5**
Other Asian heritage	17	9	**26**	White and Black African	5	3	**8**
Pakistani heritage	5	14	**19**	White and Black Caribbean	3	7	**10**
Black or Black British				**Any Other Ethnic Group**	4	6	**10**
African Heritage	14	14	**28**	**White**			
Caribbean heritage	6	6	**12**	British heritage	28	11	**39**
Other Black heritage	0	1	**1**	Irish heritage	2	0	**2**
White Other	10	6	**16**	Traveller of Irish heritage	0	0	**0**
Gypsy/Roma	2	0	**2**	White Eastern European	2	1	**3**
Chinese	0	1	**1**				
Information withheld		0		Information not yet obtained		1	

Gender	
Male	122
Female	100

Religion and Belief			
Buddhist	1	Sikh	0
Christian	56	No religion	47
Hindu	30	Other religion	4
Jewish	0	Unknown	0
Baptist	1	Roman Catholic	3
Muslim	45	Refused	35

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.

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

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)

Pupils with English as an Additional Language				
	Boys	**Girls**	**Total**	**Percentage of school population**
Number of pupils who speak English as an additional language	**59**	**53**	**112**	**50.45%**

Pupils from low-income backgrounds				
	Boys	**Girls**	**Total**	**Percentage of school population**
Number of pupils eligible for free school meals	**43**	**23**	**66**	**29.72%**
Number of pupils eligible for pupil premium funding	**36**	**25**	**31**	**13.96%**

Looked after children

We currently have no 'Looked After' Children

Young carers

We currently have no children who have been identified as 'Young Carers'

Other vulnerable groups

We currently identify pupils who we deem to be vulnerable to potential underachievement and track their progress termly. Where individuals are not making adequate progress with their learning, we adjust the support available to them in class or through targeted intervention programmes. Referrals to support vulnerable families include: Early Help, Parenting Classes and our Emotional Wellbeing Practitioners (EWP's).

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

1. Isolation of families from minority ethnic groups.

2. Supporting families who have English as an additional language, with a focus on those with children identified as having SEN.
3. Achievement of children from disadvantaged families.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- 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.
- Our governing body has members who have had training on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that treats all children fairly and takes into account their many differences including culture, ethnicity and attainment.
- We have a school anti-bullying statement which sets out our expectations.
- 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 SEND. We have high expectations and aspirations for all our children, including those with SEND. We aim to ensure that all children achieve the best possible educational and other outcomes.
- We have an accessibility plan that aims to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The plan

also states that we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- Our admission arrangements are managed by the Local Authority and comply with all Equalities legislation.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a Safe Working Practice Agreement (Code of Conduct) for all adults in school (staff, governors, volunteers, trainee teachers, external providers). This agreement highlights our expectation that all children are treated fairly in school.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we foster good relations and promote community cohesion:

- All members of staff have undertaken training with Equaliteach with specific reference to raising awareness of LGBT+ issues. Parents have been involved in workshops to gain understanding and share views and concerns with school in this aspect of school.
- Pupils have opportunities to collaborate with all other children in their class and year group. Achievements of all pupils is celebrated e.g. drama productions where pupils with SEND have significant roles in accordance with all other pupils, achievement assembly where the individual's progress is celebrated whatever their starting point.
- The school promotes the spiritual, moral, social and cultural development of all pupils through the RSE curriculum, RE curriculum, P4C curriculum, our Rights Respecting Work, assembly cycle and pupil leadership structures.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment, including those towards those with special educational needs.
- We tackle prejudice and any incidents of bullying based on disability.
- We tackle racist and homo/trans/biphobic incidents thoroughly ensuring the incidents are used to educate children and not simply punish wrong doing. We record racist and homo/trans/biphobic incidents and report these to the local authority each term.
- Our curriculum supports all pupils to understand, respect and value difference and diversity.

- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes: Black History Month, the Paralympics, through the choice of multicultural texts and stories and through our Rights Respecting Work.
- We ensure boys and girls equally share offices of responsibility in school life.
- We uphold the values of British Culture

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information

- There are no significant inequalities, including those in relation to attainment and access to learning and facilities
- Relationships between all pupils are strong
- School Assessment and Tracking for pupils with SEND is strong

How we advance equality of opportunity:

- By implementing our SEND Policy
- By achieving our Accessibility Plan
- We support learners with disabilities and/or special educational needs by meeting their individual needs through targeted support and SEND support plans. We make adjustments in the classroom to ensure that pupils with special educational needs can learn as successfully as other pupils. Identified children may also be given additional support from adults within school or from selected outside agencies. This support happens both on an individual and group level. We involve pupils with SEND and their families in the changes and improvements we make to their support in school and consult them termly on issues affecting their child.
- We deploy three ELSA support assistants to work with pupils with Social and Emotional and Mental Health Needs.
- We use the expertise of outside agencies, e.g. Merton SEND Support and Inclusion Service; Occupational therapy, VBS, Educational psychology, Speech and Language, CAMHS, MAOS, Jigsaw 4U to support our pupils with SEND.
- We take appropriate steps (reasonable adjustments) to ensure that pupils with special educational needs or disabilities are not at a disadvantage compared to other pupils.

- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum.

What has been the impact of our activities? What do we plan to do next?

- Our curriculum supports all pupils to understand, respect and value difference and diversity.
- We will continue to review and update our disability & accessibility action plan to ensure that all physical barriers to learning are removed
- Early year's staff identify children with additional need quickly and appropriate referrals to outside agencies are made.
- All Teaching Assistants have been included in equalities training.

Ethnicity and Race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Ethnicity and EAL
There are 19 different languages spoken by families of pupils attending our school

How we advance equality of opportunity:

- We monitor the attainment and progress of our pupils individually and by ethnicity.
- We set targets for all pupils' learning and we assess progress every term. The SENDCo monitors and tracks children who have English as an additional language and works closely with class teachers to develop tailored support.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- Where pupils do not make adequate progress or perform below age related expectations, we provide additional support to address the particular learning need e.g. additional language support for pupils who are at the early stages of acquiring English.
- All teaching and support staff have had training to identify how to support children learning English as an additional language.

- We have specific, targeted interventions to aid the acquisition of the English Language.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups e.g. Mastering Number.

What has been the impact of our activities? What do we plan to do next?

EAL Progress and Achievements

- We analyse achievement of pupils compared to length of time learning English and provide targeted support as required

Gender

We are committed to working for the equality of all.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Boys are slightly under-performing in reading and writing in some year groups. This will be closely monitored to ensure appropriate support and intervention is in place to reduce inequality.

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- Neither boys nor girls are treated as homogenous groups.
- We actively teach that girls and boys should be treated equally.
  We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes do not limit activity choices. We aim to provide equal access for boys and girls to a wide range of activities.
- We encourage parents to come into school and talk about their work to challenge outdated images and ideas about careers and employment.
- Children who are experiencing difficulties engaging with their learning are provided specialist support through programmes such as ELSA and Nurture.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

- All staff have completed equalities training and have a good awareness of language use, challenging stereotypes, working with children to allow equal access.

What has been the impact of our activities? What do we plan to do next?

Boys and girls are well represented in many activities across school life and there are no significant gaps in attainment. We continue to be committed to equality of opportunity for men and women, boys and girls

Gender identity or reassignment

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

This is not known to be an issue for any family or member of staff at present.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We do not analyse attainment or progress by religious group.
- Christian, Muslim, Sikh and Hindu children attend our school as well as pupils who adhere to no religion.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice e.g. authorising absence and paid leave for important religious festivals
- We believe our pupils get on well together, whatever their religious beliefs.
- We consult with pupils, families and others from different faith communities in developing policies and the curriculum when appropriate e.g. respecting different views about sex and relationships education. Responding to parental comments about appropriate curriculum content in stories, film etc.

How we advance equality of opportunity:

- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE and RSE curriculum including our work as a Rights Respecting School, enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We use collective worship to ask children to reflect on issues wider than their everyday life. Our structured programme of assemblies teaches children about the major religious festivals and allows children opportunities to celebrate their beliefs in their school. Parents play a part in assemblies where possible and speak about their faith and festivals. We also make use of local places of worship (a church and a mosque) for educational visits.
- Through assemblies, RSE lessons and coverage of British Values the school actively promotes the spiritual, moral, social and cultural development of all pupils.
- If discrimination arose, we would tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as Islamophobia and anti-Semitism

What has been the impact of our activities? What do we plan to do next?

- High levels of multi-faith tolerance and very low levels of incidents involving religion
- We have achieved UNICEF's Rights Respecting Schools Gold Award three times. Our latest re-accreditation was in October 2025.

Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We do not collect information on pupil numbers or analyse attainment or progress by sexual orientation
- We have very few incidents of the use of homophobic language but we take any discriminatory behaviour seriously and deal with it appropriately – using a restorative approach and reporting it to the Local Authority

- We teach children about prejudice related bullying and the use of inappropriate language through assemblies, RSE lessons and our Rights Respecting Work

How we advance equality of opportunity:

- Diversity and inclusion are threaded through the curriculum.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the RSE curriculum and programmes such as Jigsaw 4U.
- We use a nationally recognised scheme of work for sex education
- We ensure that LGBTQ staff feel comfortable, and are supported to be open about their sexual orientation.

What has been the impact of our activities? What do we plan to do next?

- We are committed to providing a safe environment for all pupils and participated in the Equaliteach 'Free To Be' programme to ensure that all aspects of school life demonstrate awareness of and are considerate towards LGBT+ members of the community.
- All staff trained around equalities issues.

Part 4: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Pupils can raise concerns and issues through school council, circle time, pupil surveys, talking to adults including ELSA and Nurture support staff.
- Parents and carers can raise concern through an annual questionnaire, Head teacher / Assistant Head teacher/ SENDCo teacher drop in, meeting with staff and parent consultations.
- Inviting parents to join workshops e.g. homework, open mornings, coffee mornings.

Part 6: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other

information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:
To reduce isolation of families from minority ethnic groups

Progress we are making on this objective:

- We have invited parents and carers to a number of presentations and workshops run by our Children's Wellbeing Practitioner.
- We have participated in the NHS Trailblazer for the last six years, enabling parents and carers to access bespoke support for their families.
- We sign-post parents to support groups, events and English language classes.
- We are implementing a programme of parent information and training sessions on a range of curriculum areas, e.g. reading, writing, and maths.
- We work closely with families who may be identified as vulnerable for a range of reasons, through the work of our SENDCo.
- We have an allocated page on our website that aims to share resources, information including translations that are aimed at our families from ethnic minority groups.

Equality objective 2:

To work on the early identification of special educational needs within children who speak English as an additional language.

Progress we are making on this objective:

- All Teaching Assistants are trained in EAL strategies and approaches.
- We have a non-class based SENDCo also leading on English as an Additional Language, who is able to work closely with children and families to support early identification of need.
- We have a comprehensive induction for newly arrived pupils.
- Within the first weeks of starting school we use early language assessments to establish knowledge and understanding

Equality objective 3:

To accelerate the progress of disadvantaged pupils with SEND.

Progress we are making on this objective:

- We hold pupil progress meetings and undertake half termly tracking
- We focus on the progress and attainment of children eligible for the PPG, which links to teachers' appraisal targets
- Improved focus on key learning objectives in planning and teaching implemented.
- Strategic use of PPG to support learning.
- PPG pupils are prioritised for attendance at afterschool clubs.
- Improved feedback systems and opportunities for pupils to improve their work planned.

Additional information

Policies and procedures

- Other school policies and procedures relevant to this policy (such as the SEND policy) are available to download from the school website or through the school office.

Recruitment and selection of staff

- We follow the Safer Recruitment procedures for short listing to take steps to avoid discrimination.
- Short listing is based on the strength of application in relation to person specification.
- We ensure that staff responsible for recruitment and selection attend training on developing the skills and techniques essential to conducting successful and fair selected interviews.
- We monitor equality information for all applicants.