



Hollydale Primary School 2018 - 2021

Celebrating a commitment to equality

Portfolio of Evidence



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Section 1: Commitment to Equality

1.1 The school's aims/mission statement contain(s) an explicit commitment to equality.

Our Mission statement and core values are published on our website and make an explicit commitment to equality.

Screen shot - Mission Statement 1.1a

Screen shot - Core Values 1.1b and 1.1c

Please also see our statement on equality. 1.1d

Attached evidence:

- 1.1a Screen shot of Mission statement
- 1.1b Screen shot of core values 1
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- 1.1d Statement on equality

Section 1: Commitment to Equality

1.2 The school's commitment to equality is communicated to all members of the extended school community (including staff, governors, learners, parents/carers and visitors) in a variety of ways.

The school seeks to actively promote its commitment to equality and community cohesion within the school and to the wider community through a number of methods. The school has appointed a member of the senior leadership team as 'Leader for Inclusion' with the remit of championing issues of equality and community cohesion. All school policies make reference to our Equalities Scheme (see for example Behaviour Policy 1.2a). Our Teaching and Learning Handbook (1.2b) and staff handbook (1.2c) also make our expectations clear. All other relevant policies make explicit reference to equality at our school. Displays advertising Black History week and anti-bullying week; as well as focusing on other subjects such as African art, Spanish and international food days are featured in the school foyer to communicate our commitment to visitors.

Attached evidence:

- 1.2a Behaviour policy
- 1.2b T&L handbook
- 1.2c Staff Handbook

Section 1: Commitment to Equality

1.3 A nominated Governor/Parent Council representative works in partnership with the SLT to promote equality.

We have a nominated governor (SEND/inclusion governor) who visits the school regularly and meets with our Inclusion coordinator and business manager, supporting us in our ongoing monitoring of established provision and procedures, to ensure that those are in place and managed adequately. (1.3a)

Attached evidence:

- 1.3a GB minutes

Section 1: Commitment to Equality

1.4 The school collects statistical data about the composition of the school population, broken down by ethnicity, disability and SEN, gender and proficiency in English.

We fulfil our statutory duty of pupil data collection twice annually, through the School Census. We also gather data and analyse the characteristics of our workforce in the interests of equality (1.4a)

We use documents such as RAISE online to analyse data and look for trends in attainment, and progress, over a period of time, at the end of each key stage; and compare this to national figures.(1.4b)

The diversity of our school community is also reflected in the wide range of languages spoken at Hollydale. This is evidenced in our Language Statistics records. (1.4c).

Attached evidence:

- 1.4a Workforce monitoring
- 1.4b RAISE summary
- 1.4c Language data

Section 1: Commitment to Equality

1.5 Equality objectives have been drawn up in consultation with relevant stakeholders and are published. The objectives are specific, measurable, achievable, relevant and time-related (SMART)

In compliance with the specific duties of the Equality Act 2010, Hollydale Primary School has identified three equality objectives for the current year. These have been identified in consultation with stakeholders and are aligned to our school improvement plan.

Equality Objectives for the period 2017-2018 (which can be seen in our action plan 1.5a) are:

- 1.To eliminate homophobic language and prejudice amongst the children.
- 2.To ensure the gap between girls and boys in Communication and Language by the end of Reception Year is narrowed
- 3.To increase participation of protected groups in residential trips in years 5 & 6

Attached evidence:

- 1.5a Equality action plan

Section 1: Commitment to Equality

1.6 Members of staff access continuous professional development and guidance in race equality issues.

We are highly committed to staff and governors training and professional development in general, and this includes areas which relate directly to race, equality and safeguarding. For example, we have regular training on safeguarding, FGM, Homophobia, related to specific medical conditions and SEND (1.6a).

We recognise that in order to cater for a large majority of pupils in our school, who are new to English or for whom English is a second language at home, teachers need to be supported in terms of their own professional development. For this we have a designated EAL teacher who liaises with other teachers providing useful strategies and resources, to support EAL learners. A staff meeting on EAL was also held to discuss and deepen understanding of EAL needs. (See Power Point presentation 1.6b)

SLT support staff, including midday supervisors in dealing with racist incidents. (1.6c)

In order to further raise cultural and linguistic awareness we organise BHM focused learning and activities. For this a staff meeting is dedicated to BHM giving staff the opportunity to discuss how to plan and deliver cultural and linguistic awareness. Our Humanities co-ordinates ideas and a schedule is drawn. (1.6d)

We have arranged workshops provided by Diversity Role Models and although those aim at developing pupils' awareness on issues related to bullying, diversity and stereotype, teachers take an active part in supporting the delivery of those workshops. As a result teachers gain themselves a better understanding of those key issues. (please see booking form 1.6e).

Attached evidence:

- 1.6a CPD extract
- 1.6b EAL training
- 1.6c Racist incident support
- 1.6d BHM guidance
- 1.6e Diversity Role Models

Section 1: Commitment to Equality

1.7 Members of staff access continuous professional development and guidance in disability equality issues and related conditions (such as SpLD, ADHD, physical and sensory impairment etc.)

We ensure that training is undertaken regularly by staff, in relation to for example to Special Educational Needs including autism, ADHD, Speech and Language difficulties.

Examples of RELEVANT STAFF MEETINGS:

27th June 2016 - SEND and Behaviour

15th November 2016 - SEND 1.7c

28th February 2017 - Effective interventions

Governors monitor closely the provision for SEND pupils and visit regularly throughout the year to meet with the inclusion team.1.7a 1.7b

TAs undergo regular training on how to support pupils including children who have SEND needs.1.7d

Attached evidence:

- 1.7a Governor visit
- 1.7b Governor training (SEND)
- 1.7c Staff meeting
- 1.7d TA training

Section 1: Commitment to Equality

1.8 Members of staff access continuous professional development and guidance in gender equality issues.

Homophobic bullying is an issue that, in common with many primary schools, we feel has not been given a high priority in the past. Although we had very few recorded incidents of this, we are very much aware of the importance to give this area adequate consideration. We were particularly concerned that some of our pupils had been overheard using the word "gay" with negative connotations and without understanding the implications. In the first instance we saw this as a matter for staff training using Stonewall materials e.g. Challenging Homophobic Language to raise awareness of the issue. We also put in place the policy that homophobic taunting would be recorded and monitored in the same way as racist language, under a separate heading on the schools information management systems to be analysed at regular intervals. Where there are deliberately malicious incidents or repeated incidents the school will involve parents.

On 19 November 2015 - FGM training was delivered to all teaching staff and senior leaders by FORWARD. Our school is situated in Southwark which has a high percentage of FGM cases. The training raised interesting questions about cultural identity and awareness amongst staff, and provided key information and strategies on how to manage and deal with such sensitive issues as FGM.

One of our main aims is to continue to close the attainment gap between boys and girls. We therefore analyse data each half term by group and meet with teachers during pupil progress meetings to discuss strategies that would have a positive impact on narrowing this gap. For example we have purchased good quality real books which engage boys readers. We also support boys who are reluctant readers by providing 1:1 reading sessions with a group of volunteers from a charity called 'Beanstalk'. To engage boys in writing tasks staff ensure that lessons planned are relevant to the children's own experiences and cover a range of fiction and non-fiction topics. Effective cross curriculum links are now evident in lessons across the school and this helps boys to develop their reading and writing skills in other subjects such as science and humanities. Our INSET day on 'Talk for writing' also gave teachers effective strategies and resources to enable pupils to rehearse their ideas verbally before tackling a writing task.(1.8a and 18b)

Attached evidence:

- 1.8a T4W introduction
- 1.8b T4W agenda

Section 1: Commitment to Equality

1.9 Members of staff access regular professional development and guidance in the safeguarding of pupils (including bullying).

We undertake regular whole staff training on safeguarding, allocating a whole INSET day every two years. All members of the Senior Leadership Team and the Inclusion Coordinator have received training as designated safeguarding officers; although the main officer is the Headteacher. All members of staff, including temporary agency staff, must sign that they have read and understood key safeguarding documents including: our safeguarding policy, guidance on FGM and How to keep pupils safe in education. Our headteacher has also attended a 'Prevent' training course; from this training, she delivered a staff meeting, sharing her knowledge and understanding of the 'Prevent' guidance and initiatives to staff. See list of CPD (1.9a)

We have recently updated our safeguarding policy, this was shared with all staff. (1.9b)

All staff and governors have undertaken Hays Education Online Training and received certificates. Please see attached certificate as an example. (1.9c)

Attached evidence:

- 1.9a CPD log
- 1.9b Safeguarding policy
- 1.9c Certificate

Section 1: Commitment to Equality

1.10 There is an effective induction programme for new members of staff which covers equality and diversity issues.

Our induction programme for new members of staff entails a meeting with a member of the Senior Leadership Team to go through and discuss key aspects and procedures, including issues related to safeguarding and equality, as evidenced in the attached programme (1.10a)

See also 1.10b for evidence of ongoing induction sessions for NQTs which incorporate equality and diversity issues.

When new members of staff join the school we meet with them to share key policies and procedures. A file is compiled and given to the new member of staff. Please see attached the content page and first page of the file.(1.10c and 1.10d)

Attached evidence:

- 1.10a Induction programme
- 1.10b On-going induction sessions
- 1.10c Induction file contents page
- 1.10d Induction procedures

Section 1: Commitment to Equality

1.11 Racist incidents are dealt with quickly and effectively. They are monitored and recorded.

Staff deal immediately with all serious behaviour incidents including bullying, and those of a racist or homophobic nature, which may happen both within the classroom environment or in the playground. Reporting and monitoring of incidents can be seen in our behaviour tracking sheets (1.11a). Procedures are explained in the Behaviour Policy (1.11b). Extreme serious incidents on red forms (1.11c) and serious incidents are recorded on green forms (1.11d). All forms are filed in an allocated behaviour folder which is kept in the Inclusion team office. At the end of each half term our inclusion coordinator analyses behaviour and reports on bullying and racist incidents to the headteacher and governors.

Attached evidence:

- 1.11a Behaviour tracking sheet
- 1.11b Behaviour Policy
- 1.11c Extreme Incident form
- 1.11d Serious incident form

Section 1: Commitment to Equality

1.12 Homophobic incidents are dealt with quickly and effectively. They are monitored and recorded.

All homophobic incidents are recorded on our serious incident and extreme serious incidents forms where Homophobia is listed as a separate category (see 1.12a and 1.12b). Incidents of this nature are dealt with by a member of the Senior Leadership Team, and are kept in an allocated behaviour folder. Half termly the Inclusion coordinator analyses behaviour across the school making cross reference with records from this folder. Any incident of homophobic nature is reported separately and presented to the governors.

In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.

After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Bullying incidents will be discussed regularly at staff meetings.

The anti-bullying Governor will present termly reports on serious bullying incidents to the Governors.

If necessary and appropriate, the Child Protection Officer in school, Social Services or police will be consulted.

Attached evidence:

- 1.12a Serious incident form
- 1.12b Extreme incident form

Section 1: Commitment to Equality

1.13 The school's anti-bullying policy covers all forms of bullying including cyber-bullying, racist, sexist, homophobic, sexual as well as bullying that targets faith and religion, social class and disability.

We take bullying very seriously at our school, and this is reflected in our anti-bullying policy (1.13a) see extract below:

Bullying can be: Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation

Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone

Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things

Racist racial taunts, graffiti, gestures, making fun of culture and religion

Sexual unwanted physical contact or sexually abusive or sexist comments

Homophobic because of/or focussing on the issue of sexuality

Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones

Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

To support staff, families and pupils to understand and deal with bullying incidents, we organise and provide training/meetings inviting experts in the field, and covering all types of bullying, including cyber-bullying. We organise focus weeks/days on how to stamp out bullying and this is also embedded in our curriculum, not just through PHSE and RE but ensuring that awareness about bullying is raised in all areas of life in school.

Attached evidence:

- 1.13a Anti-bullying policy

Section 2: Narrowing The Gap

- 2.1 The attainment of different groups of learners (however small) is monitored rigorously e.g. Learners eligible for Free School Meals, Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language etc.
- 2.2 Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. More able, gifted and talented, learners with English as an additional language, New Arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.
- 2.3 Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.
- 2.4 Attendance data is analysed by gender, ethnicity, SEN, and disability. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.5 Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.6 Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.
- 2.7 Intensive support is provided for learners who are achieving well below expected standards.
- 2.8 Supportive arrangements are in place for learners who might face challenges with homework.
- 2.9 Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).

Section 2: Narrowing The Gap

2.1 The attainment of different groups of learners (however small) is monitored rigorously e.g. Learners eligible for Free School Meals, Looked After Children, Gypsy, Roma and Traveller pupils, learners with SEN, more able, gifted and talented, learners with English as an additional language etc.

As a school, we are highly committed to ensuring that all pupils achieve to the best of their ability, in a wide range of curriculum areas. We also believe that the core subjects are key to ensure that pupils grow confident and competent in all other aspects of learning. To achieve this, we monitor closely pupil's attainment and progress in core subjects (English, Mathematics, and Science) half termly.

The school uses Target Tracker to track the progress of all pupils and compare the attainment of different groups of learners against the entire cohort. The groups include gender, pupil premium, SEND, Black African and Black Caribbean (as those are our larger ethnic groups) and EAL. Teachers present data for their class by group during pupil progress meetings (see 2.1c) data is discussed, progress and attainment are evaluated, targets set and actions planned to close the gap between groups. Pupils Targets are set, shared with pupils and updated regularly. They are kept on cards on pupils' desks so that they can be used across the curriculum and not just during writing and maths tasks. (2.1c)

At the end of each academic year, we use RAISE (more recently ASP) and the E-profile to compare our school data outcomes (headline data) with national and local outcomes. (2.1a).

Attached evidence:

- 2.1a Raise summary report
- 2.1b Data for monitoring
- 2.1c Target card example

Section 2: Narrowing The Gap

2.2 Named members of staff are responsible for overseeing provision and monitoring the experiences of different groups e.g. More able, gifted and talented, learners with English as an additional language, New Arrivals, Gypsy, Roma and Traveller pupils, Looked After Children, young carers etc.

A rigorous and consistent procedure is in place for monitoring the attainment of all groups of learners throughout the school. Attainment is measured through standardised tests, Raising Star tests which are delivered half termly and SAT's at the end of each key stage.

Teachers are expected to analyse and present data, including by group, for their class during Pupil Progress Meetings. The purpose of those meetings is to look at the attainment and progress of individual children and plan for actions accordingly so that we can cater to children's specific needs.

RAISE Online is used to analyse statistical data about different groups of learners to assess the impact of the previous intervention and to inform future planning. The Deputy Headteacher who is also the assessment coordinator, analyses data half termly for all year groups, and this is used by the Senior Leadership Team and governors to monitor T&L across the school as well as measuring the impact of interventions for groups such as EAL, new arrivals, PP, SEND and more able pupils. 2.2a , 2.2b and 2.2c

Our inclusion coordinator Ms Sharkey has the responsibility to oversee provision and impact in attainment and progress for different groups (SEND, EAL and G&T)

Attached evidence:

- 2.2a Gifted and Talented policy
- 2.2b Staff roles and responsibilities
- 2.2c Staffing structure

Section 2: Narrowing The Gap

2.3 Procedures are in place to help reduce the difference between outcomes for vulnerable groups and those of all learners. These procedures are having a positive impact.

The Inclusion coordinator and Assessment coordinator work together to analyse data for vulnerable groups and plan and organise interventions, aimed at narrowing gaps and addressing inequalities. Teacher assessment also informs part of this process. Provision maps are completed and updated termly to show the provision/support in place for all identified children. PEPs are written annually and reviewed regularly and the Head's report to the governors includes a statement about CLA and their progress. Children in receipt of free school meals are identified on RM Integris and attainment is monitored closely to ensure pupil premium is used appropriately to narrow any potential gaps.(2.3a).. All this is summarised in the School Improvement Plan and Self Evaluation Form, which are updated regularly and discussed/shared with staff, governors and the Local Authority.

For pupils with SEN we make every effort to give extra help in the usual classroom setting. We keep detailed records of these children and note whether our efforts are meeting with success. If we think a child needs more help than we can provide using the everyday school resources, the Head, Class Teacher and Special Needs Co-ordinator may meet with parents/carers to discuss additional support that can be made available. This may involve buying specific resources or involving other agencies e.g.Speech and Language Service or Educational Psychologist for assessment /advice .(2.3d). In a few cases, if the child is still not making the progress expected, then with the parent/carer's agreement, a Statutory Assessment of Special Educational Needs may be applied for. The Special Needs Team at Southwark Education Department then considers all of the different kinds of help the child has had and decides whether the level of progress has been adequate or not. This may result in an Education Health Care Plan (EHCP) that sets out the kind of support needed for the child's further progress, this may be in the form of extra resources or adult support. See Inclusion Policy and SEND report. (2.3b and 2.3c)

Attached evidence:

- 2.3a PP report
- 2.3b Inclusion Policy
- 2.3c SEND report
- 2.3d Pupil progress report

Section 2: Narrowing The Gap

2.4 Attendance data is analysed by gender, ethnicity, SEN, and disability. Where relevant, procedures are in place to reduce differences in outcomes.

We monitor attendance very closely, as this has been identified to be one of our areas of development, from the latest OFSTED report. We analyse attendance, including by groups and report on outcomes to the Governing Body and the Local Authority half termly. (See example 2.4a)

We have a range of systems and rewards which aim to improve attendance and punctuality at our school. This include, 100% attendance certificates given to children termly, weekly special lunchtime arrangements for classes in EY, KS1 and KS2 with the highest percentage of attendance for each week. Attendance data for each class is also shared regularly with parents via our school newsletter. We work very closely with outside agencies such as the EWO to monitor persistent absence.

Overall attendance is now improving since 2015. See School Profile on page 24) 2.4b

Attached evidence:

- 2.4a Attendance report
- 2.4b School profile

Section 2: Narrowing The Gap

2.5 Exclusion data is analysed by gender, ethnicity, SEN and disability. Where relevant, procedures are in place to reduce differences in outcomes.

We have worked hard and continue to make great improvements in this area. We have had no exclusions in recent years. Our efforts have been acknowledged by outside agencies, including our latest OFSTED report. So that the 'Behaviour and Well Being' of pupils at our school was graded 'Good'. At the end of each term, the headteacher presents exclusion and attendance data to the governors and this is analysed by group. 2.5a

We monitor and report on behaviour and pupils' wellbeing half termly to governors and the Local Authority. 2.5 b

Attached evidence:

- 2.5a RAISE report
- 2.5b Termly record

Section 2: Narrowing The Gap

2.6 Learners who join the school at non-routine entry points are assessed effectively and placed in teaching groups appropriate to their age and abilities and arrangements are in place to limit the effects of pupil mobility on attainment.

As we are experiencing a greater level of mobility, teachers are expected to baseline pupils who join mid-term within two weeks of them joining our school, and their levels are imputed on Target Tracker. Data is analysed With and Without New Arrivals. Attainment and Progress data is analysed separately for new arrivals. Adequate support is put in place to ensure that pupils who join mid-term, feel welcome and settle well within the classroom environment. 2.6a (New Starters sheet) and 2.6b (see highlighted section p7). See also EAL assessment sample 2.6c

Attached evidence:

- 2.6a Termly summary
- 2.6b Whole school data analysis
- 2.6c EAL assessment sample

Section 2: Narrowing The Gap

2.7 Intensive support is provided for learners who are achieving well below expected standards.

Programmes such as Digismart for Reading and Maths, Third Space for Maths and Springboard for English provide 1:1 or small groups bespoke activities, which aim to close the gap in children's learning and accelerate progress to pupils who fall well below age-related expectations. 2.7b.

We also run a Maths interventions to developmental maths fluency and an after-school club aimed at Year 4 pupils who underachieve in this subject. The Maths Club is funded by the Mayor of London. 2.7a

We keep a record of the range of children's needs and strategies and provide adequate support. See whole school provision mapping 2.7c.

After an initial assessment if specific needs have been identified a Pupil Profile is completed. Teachers and parents/carers would take part in this process. 2.7d

EAL pupils are assessed by our EAL teacher. If pupils join midterm they are assessed within two weeks of them joining. Their level of competence is recorded on RM Integris and Target Tracker, where attainment and progress for EAL pupils are monitored half termly, as per other groups. Pupil progress meetings are used to also identify pupils who may attain well in KS1, but we believe that they might struggle later with the greater demands in KS2, as the expectations in terms of the use of the English language increase. See EAL groups timetable with EAL teacher in 2.9.

Attached evidence:

- 2.7a Maths interventions
- 2.7b Springboard
- 2.7c Provision map
- 2.7d pupil profile

Section 2: Narrowing The Gap

2.8 Supportive arrangements are in place for learners who might face challenges with homework.

As set out in our homework policy (2.8a) homework is differentiated to ensure that pupils can complete it to the best of their ability.

We also provide an after-school homework club opened to all from Y1 to Y6 every Friday afternoon, and this is very well attended. Moreover, pupils are encouraged to practice reading, times tables and spellings during breakfast and afterschool clubs. Please see the list of enrichment clubs on the school website. <http://hollydale.continio.co.uk/parents/enrichment-clubs/> page 4.

A range of coffee morning sessions is timetabled to show parents how to support their children for example in phonics, maths, and science. Please see example 2.8b 2.8c

Attached evidence:

- 2.8a Homework policy
- 2.8b Parents Maths workshop
- 2.8c Coffee morning programme

Section 2: Narrowing The Gap

2.9 Learners with English as an additional language have access to an appropriate level of language support (including first language assessment and bilingual support).

We have allocated a member of our staff to assess and work with pupils who are new to English or whose English is an Additional Language. Those children are assessed and monitored using the new five codes, introduced in September 2016. Following this initial language assessment, support is given on a weekly basis focusing on pre-teaching and topic vocabulary until the child has gained the required level of language. We have several staff who are proficient in Spanish (which is one of the languages spoken by the majority of new arrivals) and are able to translate and support for example during teacher/parent meetings, as well as daily as necessary.

EAL pupils are assessed by our EAL teacher. If pupils join midterm they are assessed within two weeks of them joining. Their level of competence is recorded on RM Integris and Target Tracker, where attainment and progress for EAL pupils are monitored half termly, as per other groups. Pupil progress meetings are used to also identify pupils who may attain well in KS1, but we believe that they might struggle later with the greater demands in KS2, as the expectations in terms of the use of the English language increase. See EAL groups timetable with EAL teacher. 2.9a and 2.9b

Attached evidence:

- 2.9a EAL intervention groups
- 2.9b Timetable

Section 3: Fostering Good Relations

- 3.1 The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.
- 3.2 The school offers a range of extended services to the local community.
- 3.3 There are strong and positive relationships between individuals from different backgrounds within the school.
- 3.4 Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.
- 3.5 Learners are encouraged to develop empathy and insight into the lives and experiences of people from different backgrounds to their own.
- 3.6 Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.
- 3.7 Learners are provided with opportunities to interact positively with members of the local community.
- 3.8 The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.
- 3.9 Parents/carers are warmly encouraged to involve themselves in the life of the school.
- 3.10 Supply teachers, visiting professionals and trainees are made to feel welcome in the school.
- 3.11 The school manages complaints in a sensitive, just and empathic way.
- 3.12 The school council/forum is democratically elected and has a meaningful role in decision-making.
- 3.13 Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.
- 3.14 Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment, exploitation and extremism.
- 3.15 The school community supports and is involved in a range of charitable work.

Section 3: Fostering Good Relations

3.1 The Governing Body, staff and learners have a secure understanding of the religious, ethnic and socio-economic characteristics of its community.

All stakeholders including the Governing Body are aware and embrace the nature of our diverse community. We promote and instill in staff and pupils a sense of tolerance and respect for all, irrespectively of their religion, creed and socio-cultural background. We strongly believe that children learn best when excited and motivated about a topic. For this, we try to make the best use of some of the great resources our local area can offer, and of course London as a whole. (3.1a).

In the past 2 years, we have seen an increase in the number of pupils who join our school in-year and who are also EAL new to English. In response to this need, we have developed a comprehensive induction program for new starters. (3.1b)

KS1 and EYFS parents are invited every Friday morning from 9.00 to 9.30 am to read with their children. See attached photographs. (3.1c)

Once the school data from Secure Access (prior to this Raise Online) has been finalised at the beginning of each academic year, this is shared and discussed with Local Authority and Governors at two levels Full Governors meeting and Attainment and Learning Committee. Furthermore, key information about the context of the school is included in the school Self Evaluation Form (3.1d) and the Headteacher Termly report (3.1e).

Attached evidence:

- 3.1a Visits and trips
- 3.1b Induction programme
- 3.1c Parents reading together
- 3.1d Self evaluation (context data)
- 3.1e HT report

Section 3: Fostering Good Relations

3.2 The school offers a range of extended services to the local community.

Our extended hours' services such as our breakfast club (which is free of charge) and after school club support working parents/carers. In addition, we provide a range of extra curriculum activities/clubs such as dance, drama/ballet, Minecraft, Athletics, coding, cooking, science, music and many more. This gives children the opportunity to enjoy the broader curriculum and continue to extend their learning outside the classroom environment. (3.2e)

Moreover, we work with Southwark Adult Learning Services to provide Art & Crafts, Maths and ESOL workshops to parents/carers. (3.2a) (3.2b) (3.2c).

We run coffee mornings, offering a range of workshops to parents/carers, helping them to develop a better understanding of how to support their child/children with their learning. (3.2d).

Attached evidence:

- 3.2a Family Learning activity June
- 3.2b Family Learning activity July
- 3.2c Parents' Maths Workshop
- 3.2d Coffee morning
- 3.2e Enrichment clubs

Section 3: Fostering Good Relations

3.3 There are strong and positive relationships between individuals from different backgrounds within the school.

In our daily life at school children are continually reminded and encouraged to be polite, respectful and value other peoples' views and opinions. Interactions between adults and between adults and pupils model and fostering good relationships. Our school inclusion programme encourages strong relationships through peer mentoring, team building, social skills, and teaching strategies for coping with Behaviour, Social and Emotional difficulties.

Staff provides lunchtime clubs throughout the week where children from vulnerable groups are positively targeted to ensure their involvement and engagement is comparable to all other children. Lunchtime supervisors have training on positive play approaches. Events are organised to strengthen the home-school partnership. Visits and learning events held in school area always accessible to children of all abilities. All teachers are encouraged to have flexible working groups and learning partners for in-class learning. As we are a one and half form entry size school, we have some mixed year groups. Therefore we plan in phases. The staff work collaboratively to plan for all areas of the curriculum. See phase long-term maps and planning documents (3.3a) (3.3b) (3.3c).

We organise team building events where staff and governors enjoy activities together. For example staff at different levels (TAs, Teachers, and Leaders), Pupils and governors met to talk and share ideas on how we envisage Hollydale to be in the future. Outcomes from this exercise fed into our long-term vision and improvement plan.

Each year we offer pupils in Y5 and Y6 the opportunity to go on a residential trip. Last year pupils in Y5 went to Rippledawn and pupils in Y6 went to Marchants Hill. This experience provided pupils and adults the opportunities to build relationships and further develop team building skills. (3.d and e)

Attached evidence:

- 3.3a Long term plan
- 3.3b Maths planning
- 3.3c English planning
- 3.3d Marchants Hill residential team building
- 3.3e Marchants Hill residential team building

Section 3: Fostering Good Relations

3.4 Learners are encouraged to develop pride in and awareness of their own identities e.g. family roots, culture, religious identity.

The International Primary Curriculum supports the learning of foundation subjects through a topic focus approach. The starting point for each topic is to ensure that children's prior learning and personal experiences are drawn together, and this forms part of ongoing planning and reviewing. See BHM event and some outcomes (3.4a) (3.4b)

We place a strong emphasis on broadening learning experiences while ensuring that the curriculum we provide to our pupils reflects the wide range of cultures and religions, which make our school community. As a multi-faith school, we follow the Local Authority RE scheme of work, and this covers all aspects of the 5 main religions. (3.4c).

Attached evidence:

- 3.4a BHM activities
- 3.4b Poems
- 3.4c RE overview

Section 3: Fostering Good Relations

3.5 Learners are encouraged to develop empathy and insight into the lives and experiences of people from different backgrounds to their own.

Our PSHE scheme of work 'Jigsaw' offers a range of activities which foster in our pupils a sense of respect for themselves and others. Through discussion and by looking at current issues pupils reflect on their actions and how we, as individuals, can affect positively other people wellbeing. They learn to voice their opinions and become confident in who they are and what they believe, as well as learning to respect other people's cultural background, views, and beliefs. During daily collective worship, pupils learn about British Values (3.5a) (3.5b) people, key celebrations, and events from around the world and learn to think, to be sensible and mindful of other people's needs and experiences. Other examples include:

Chinese workshops - Paper cutting and drama - 8/6/17

NSPCC Day - 11/7/17

Red Nose Day cake sale - 24/3/17

Spanish Day - 27/1/17

European Language Day - 26/9/16

Harvest festival - 29/9/16

Macmillan Cake sale - 30/9/16

Remembrance Day - 17/10/16

BHM - October 16

Anti-bullying week - 14/11/16

Attached evidence:

- 3.5a Promoting British Values
- 3.5b British values board

Section 3: Fostering Good Relations

3.6 Learners are provided with opportunities to interact positively with learners from other schools and from different backgrounds.

We enter pupils in a wide range of competitions with other schools such as Debate Mate, National Chess, Major of London Maths Challenge and many different Sports competitions. Our children are taught to embrace a challenge and work effectively as a team. Very importantly they are taught to develop a sense of sportsmanship when competing with other schools.

We have links with our local secondary school STAC. For example, each year pupils take part in Maths and English workshops aimed at high achieving boys (3.6a). Our science leader liaises with STAC to arrange for some secondary pupils to support the running of our science week which is due to take place next term. Our KS2 pupils also take swimming lessons at STAC. Our KS2 football team take part in a football tournament with other local schools, and take part in a range of school events throughout the year. (3.6b).

Attached evidence:

- 3.6a Master classes
- 3.6b Football match

Section 3: Fostering Good Relations

3.7 Learners are provided with opportunities to interact positively with members of the local community.

We welcome work volunteers and we liaise with secondary schools to arrange work experiences at our school. (3.7a).

We arrange regular visits and visitors to our school. This includes all year groups using the local library weekly, we visit the local fire brigade and have visits from the local police. We have an open-door policy and parents are very welcome to support their children with trips. They are also encouraged to come and spend some time reading with their children. They are invited to a range of workshops and coffee mornings. For a number of years, an elderly lady volunteered to sew with some of our Years 5 and 6 pupils during lunch time.

Pupils are taught to be polite and helpful to visitors and this has been often acknowledged by visitors to our school, for example during open days. Our school Christmas and Summer Fete give a real sense of how effectively parents and staff at Holydale work together to create such inclusive and fun events.

<https://parentview.ofsted.gov.uk/parent-view-results/survey/result-print/687/5>

We get involved whenever possible with local projects for example children in Y1 and 2 took part in the 'Forest School' project which gave pupils the opportunity to plant flowers and plants in the local area. See trail of emails and photos. 3.7b

Other initiatives include:

- Kings college volunteer reading club for Y5 G&T. See documents (3.7c)
- Creative writing project with volunteers from South Bank University. (3.7d)

Attached evidence:

- 3.7a Work experience form
- 3.7b Forest school project
- 3.7c Book Club (Kings College)
- 3.7d Creative writing workshop (South Bank Uni)

Section 3: Fostering Good Relations

3.8 The school listens to and conducts meaningful consultation with parents/carers, pupils, staff, the local community and other schools.

Parents' and pupils' views are very much welcomed so that we send out a parents' and pupils' questionnaires annually. We have also developed a good relationship with other local schools e.g. Rye Oak (Middle leaders workshop). Our PTA meets regularly to discuss ideas and organise annual events such as the Christmas and Summer Fair. See our parents noticeboard. (3.8a).

Our school council members who are elected annually meet regularly and take an active part in decision making related for example to school dinners, organising events and how to improve playtime and lunchtimes. (See 3.12).

Parents are consulted annually through a parents questionnaire. This is analysed by an external provider and is used by SLT and governors to plan for improvements. This will also feed directly into the school Improvement Long Term Plan.

Attached evidence:

- 3.8a Parents noticeboard
- 3.8b Parent survey

Section 3: Fostering Good Relations

3.9 Parents/carers are warmly encouraged to involve themselves in the life of the school.

We aim to continue to build positive relationships with parents and we always try to find ways to engage parents in our school life. We are very keen to involve parents at different levels. Our PTA works hard and meets regularly supporting the school with fundraising events and other events such as our Christmas, Easter and Summer Fairs. (3.9a)

Please also see our 'Friends of Hollydale' page on our school website. Link here below

<http://hollydale.southwark.sch.uk/parents/friends-of-hollydale/>

Every Friday we have a 'Reading together' session, where EYFS and KS1 parents are invited to join us and read with their child. We run parent's coffee mornings every Friday; providing workshops focusing on different aspects of their children's learning. For example, Inclusion and SEND, Maths, Science, Spelling etc.

Attached evidence:

- 3.9a Parent engagement

Section 3: Fostering Good Relations

3.10 Supply teachers, visiting professionals and trainees are made to feel welcome in the school.

We are a small community school, and we have often been noted by visitors for our welcoming and friendly atmosphere. We take pride in what we do, therefore we take any opportunity to showcase our school to visitors. We welcome trainee teachers such as Teach First and NQTs as well as students and volunteers, who want to have the experience of working in primary education. We liaise with several secondary schools including Deptford Green, Prendergast, and Notre Dame and offer placements to students for work experience.

Visitors are introduced to the school expectations and a form is given for examples to supply staff on their arrivals.3.10a

What People Say About Us

“All of the students we worked within our reading club were exceptionally well behaved, polite, engaged, and a pleasure to work with. The culture in the school towards reading is wonderful.” Louison Mazeaud, King’s College London Student – January 2017

“Your pupils are really well mannered. They are a credit to their community.” Visitor from Freshwater Theatre Company – February 2017

Attached evidence:

- 3.10a Visiting teacher information

Section 3: Fostering Good Relations

3.11 The school manages complaints in a sensitive, just and empathic way.

We have a comprehensive complaints policy (3.11a) also available on our school website. Complaints from parents and carers are dealt sensitively and promptly by the Senior Leadership Team. We monitor meeting and conversation with parents on our parents' contact form, which is kept for reference in an allocated folder.

Attached evidence:

- 3.11a Complaints policy

Section 3: Fostering Good Relations

3.12 The school council/forum is democratically elected and has a meaningful role in decision-making.

The school council is re-elected at the beginning of each academic year. This comprises of representatives from across the school and is coordinated by our Assistant Headteacher. The school council meets regularly every fortnight to discuss and make decisions on a range of initiatives. They report and take feedback from other pupils in their year group before making a decision. School council board (3.12a) (3.12b) (3.12c)

Please see the link to our website here below.

<http://hollydale.southwark.sch.uk/curriculum/school-council/>

Attached evidence:

- 3.12a School council display
- 3.12b School council report
- 3.12c Meetings schedule

Section 3: Fostering Good Relations

3.13 Learners are encouraged and taught how to recognise, challenge and report different forms of bullying, prejudice, racism, stereotypes, injustice and inequality.

Our PHSE scheme focuses on topics such as:

Autumn 1 – Being me in my world

Autumn 2 – Celebrating difference (including anti-bullying)

Spring 1 – Dreams and goals

Spring 2 – Healthy me

Summer 1 – Relationships

Summer 2 – Changing me

This supports pupils' knowledge and understanding of issues related to bullying, racism, prejudice, and inequality. When an incidence arises, we take the time to talk to pupils and ask them to reflect on their mistakes and take responsibility for their actions; this is recorded on 'Reflection sheets', which are kept in a class behaviour book for future reference. Likewise, we encourage pupils to come forward and report any concerns and incidents which they might have witnessed involving inappropriate name calling and use of derogative language including that related to race and prejudice. To allow pupils to reflect on their behaviour they are asked to fill in a reflection sheet. (3.13a) and (3.13b). Each year we ensure that a range of well-planned activities are set up for anti-bullying week. (3.13c) and (3.13d).

Attached evidence:

- 3.13a Reflection sheet KS1
- 3.13b reflection sheet KS2
- 3.13c Anti bullying week programme
- 3.13d Anti bullying activity

Section 3: Fostering Good Relations

3.14 Learners know how to assess and manage risk, keep themselves safe and protect themselves from unfair treatment, exploitation and extremism.

Through the delivery of a comprehensive and up to date PSHE curriculum (Jigsaw scheme of work), where children are exposed to current issues and debate on various aspects of daily life, we ensure that aspects such as teaching pupils how to keep themselves safe are covered across the school.

Moreover, before going on trips and visits children are made aware of stranger danger and are prompted to call an adult if they are concerned or aware of any risk. We also arrange visitors such as the Fire Brigade (3.14a) and Road Safety performance groups. (3.14b)

Attached evidence:

- 3.14a Fire brigade visit
- 3.14b Road Safety Performance

Section 3: Fostering Good Relations

3.15 The school community supports and is involved in a range of charitable work.

We take part in different fundraising and charitable work throughout the year. For example, Macmillan cancer research (3.15a), Children in Need, Red Nose Day (3.15b) Anti-bullying Alliance (3.15c)

The attached Map of events (3.15d) shows in yellow highlighting some of the main charitable events we plan for each year.

Attached evidence:

- 3.15a Macmillan Cake sale
- 3.15b Red Nose Day
- 3.15c Odd socks campaign
- 3.15d Map of events

Section 4: Equality Of Opportunity & Positive Action

- 4.1 The different needs of male and female learners and staff members are recognised and addressed.
- 4.2 Reasonable adjustments are made to enable individuals with disabilities to access to the physical environment of the school, the curriculum and information.
- 4.3 Arrangements are in place to assist low income families in supporting and encouraging pupil access and engagement.
- 4.4 The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.
- 4.5 Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).
- 4.6 Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.
- 4.7 Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all learners. (Schools with secondary age learners only).

Section 4: Equality Of Opportunity & Positive Action

4.1 The different needs of male and female learners and staff members are recognised and addressed.

Quality education for all is a fundamental human right, a protection mechanism and a catalyst for personal and social development. At Hollydale we promote a gender-responsive education system, as we believe that this is crucial to ensure male and female learners have access to quality, relevant educational opportunities. We look at our provision systems carefully with great consideration to gender – considering the participation, needs and realities of girls and boys at our school – and finding ways to make small changes to better meet the educational rights of everyone is possible. This applies also to members of staff. Although, there is an unbalance in our workforce as the majority of staff are females, we work hard to recruit good quality male staff. 4.1a

Attached evidence:

- 4.1a Workforce monitoring report

Section 4: Equality Of Opportunity & Positive Action

4.2 Reasonable adjustments are made to enable individuals with disabilities to access to the physical environment of the school, the curriculum and information.

An accessibility plan is drawn up every 3 years and reviewed on an annual basis. Ramps and low level door handles ensure that the buildings are accessible to wheelchair users.

As part of our visits policy, the school ensures providers can accommodate disabled pupils where necessary. Speech and Language therapists are sought through external advice from the local specialist teaching team when they are required by the Special Educational Needs coordinator and drawn in our Inclusion policy, Accessibility Plan and Access to Curriculum Plan. 4.2a and 4.2b and 4.2c

Attached evidence:

- 4.2a Inclusion policy
- 4.2b Accessibility Plan
- 4.2c Access to the Curriculum plan

Section 4: Equality Of Opportunity & Positive Action

4.3 Arrangements are in place to assist low income families in supporting and encouraging pupil access and engagement.

We offer a range of extra curriculum activities such as music lessons, sports and art lessons at reduced fee or free of charge for low income families. We also subsidise Action Tutoring intervention sessions to support learning in Y6. See our PP expenditure plan for this year. 4.3 a

We subsidise our Year 5 and Year 6 end of the year residential trips so that all pupils can participate. We subsidise any other trips or visits so that all pupils can access outdoor learning, as we know many of our pupils do not have the same opportunity at home. Educational visit policy. 4.3b

We can offer pupils a free breakfast club, which is funded by Greggs. 4.3 c

To support low income families who for example cannot afford to buy school uniform for their children, we apply for uniform grants on their behalf. Please see 4.4a

Attached evidence:

- 4.3a PP expenditure plan
- 4.3b Visits policy
- 4.3c Breakfast club

Section 4: Equality Of Opportunity & Positive Action

4.4 The school uniform policy is sensitive to the circumstances of low income families as well as different religious groups.

We do expect pupils to comply with our uniform policy. However, to support low income families who for example cannot afford to buy school uniform for their children, we apply for uniform grants on their behalf. Please see attached email. 4.4a

At the end of the term we also gather all lost property, we wash and clean everything and then we set up stalls in our playgrounds, offering it to parents/carers.

Although we expect children to wear certain colours, the style of our uniform does not exclude children from any religion or cultural background. 4.4b

Attached evidence:

- 4.4a Uniform grants letter
- 4.4b Uniform

Section 4: Equality Of Opportunity & Positive Action

4.5 Feedback arrangements to parents/carers are sensitive and flexible to take account of different needs (e.g. language, literacy levels, personal, emotional and communicational).

Because of the diverse and rich cultural identity of our school community, our staff also reflect this diversity and we are very lucky to be able for example to communicate and feedback to parents in languages other than English including Portuguese, Italian, French and Spanish.

Due to the high level of mobility we have been experiencing during the last few years, with children joining our school from overseas at various point during the school year, we have put additional resources in place. For example, to support pupils who may struggle to adapt and may have social and emotional difficulties we draw from resources such as a Speech and Language specialist, an EAL teacher, school counsellor and family support worker. For example our family support worker organises ESOL classes for parents/carers. 4.5a

To support children who may display Social and Emotional Needs we provide a lunchtime club 3 times per week, ELSA room, led by our family support worker. Our ELSA support page on the website contains a parent self help section, that signposts to other support agencies. 4.5b

Our Family support worker also supports some parents with filling forms for examples applying for secondary schools or housing.

Attached evidence:

- 4.5a ESOL leaflet
- 4.5b Elsa information

Section 4: Equality Of Opportunity & Positive Action

4.6 Staff recruitment and retention procedures follow good equal opportunities practice and efforts are made to reflect the local community in the composition of the staff, governors and volunteers.

Our staff reflect the diversity of our school community very much, so that there is a range of cultural, religious and languages and backgrounds amongst staff. A copy of the workforce information is shared and monitored by the governing body (see 4.1a).

The Headteacher, Deputy headteacher and the school business manager completed Safer Recruitment training. See example certificate. (4.6a).

As a school we follow recruitment guidance from our local authority Southwark, in terms of policy and procedures. See attached Recruitment, Selection and Induction Policy (4.6b).

Attached evidence:

- 4.6a Safer recruitment certificate
- 4.6b Recruitment, Selection and Induction Policy

Section 4: Equality Of Opportunity & Positive Action

4.7 Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all learners. (Schools with secondary age learners only).

Not applicable

Section 5: Celebrating Diversity

- 5.1 The curriculum promotes fundamental British values, facilitates an understanding of multiple identities, and challenges stereotyping.
- 5.2 The school promotes positive attitudes towards multilingualism
- 5.3 The school celebrates the achievements of disabled people and promotes positive role models.
- 5.4 The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.
- 5.5 There are regular opportunities for learners to enjoy cultural and enrichment experiences (including out of school visits) that reflect and celebrate diversity.
- 5.6 The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust memorial day, LGBT History Month etc.
- 5.7 The skills and talents of all learners are valued and celebrated.
- 5.8 Best use is made of the differing skills and talents of staff and governors.

Section 5: Celebrating Diversity

5.1 The curriculum promotes fundamental British values, facilitates an understanding of multiple identities, and challenges stereotyping.

The Department for Education has reinforced the need ‘to create a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.’

At Hollydale we actively promote ‘fundamental British values’ throughout the curriculum in addition to a weekly dedicated taught time of a series of planned activities focusing on Citizenship and spiritual, moral, social and cultural development. We also use a weekly time slot to reflect on Newsround stories against a background of British values. We recognize that promoting equality and diversity in education is essential for both teachers and students. 5.a and b

Our aim is to create a classroom and school environment where all students can thrive together and understand that individual characteristics make people unique and not ‘different’ in a negative way. 5.1c

Attached evidence:

- 5.1a Curriculum letter 1
- 5.1b curriculum letter 2
- 5.1c BHM project

Section 5: Celebrating Diversity

5.2 The school promotes positive attitudes towards multilingualism

Our approach to language teaching aims to develop the linguistic skills needed for sophisticated communication as well as to provide opportunities for students to gain an insight into contemporary societies around the world.

For us, it is a moral imperative to spread the foreign word, as every child has the right to be helped to break the constraining barriers of monolinguals. We encourage and celebrate therefore the use of all languages spoken in our school, for example by pairing pupils who speak the same language so that they can support one another with their learning.

The Modern Foreign Language taught at our school is Spanish as this reflects a large minority of Spanish speaking pupils. For this we employ a language specialist whose mother tongue is Spanish. We promote this through for example home learning projects and a booklet with information to parents. 5.2a and 5.2b

Attached evidence:

- 5.2a Spanish home learning projects and displays
- 5.2b MFL booklet

Section 5: Celebrating Diversity

5.3 The school celebrates the achievements of disabled people and promotes positive role models.

At Hollydale Primary school, we are committed to ensuring equality of education and opportunity for disabled children, staff and all those receiving services from the school.

We aim to continue to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled children are monitored and we use this data to raise standards and ensure inclusive teaching.

We make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Achieving disability equality lies at the heart of our core objectives and values.

This school is committed to ensuring equal treatment of all its employees, children and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favorably in any procedures, practices or curriculum delivery. We recognise that we have a responsibility to meet the needs of all through promoting inclusion and recognising diversity. The school will not tolerate harassment of disabled children with any form of impairment, and will also consider the needs of children who are carers of disabled parents.

We promote this for example in assemblies. 5.3a

Attached evidence:

- 5.3a Assembly

Section 5: Celebrating Diversity

5.4 The school promotes a positive environment in which lesbian, gay, bisexual and transgendered people and those seeking gender re-assignment can feel valued and included.

Schools are places of learning and also miniature societies. The climate of a school has a direct impact on both how well students learn and how well they interact with their peers. Staff at Hollydale work hard to make our school a welcoming place where each student feels included. But despite these efforts, students who are—or who are perceived to be—lesbian, gay, bisexual and/or transgender (LGBT) continue to face a harsh reality.

We strongly believe that it all starts with awareness. We aim to give school leaders the knowledge they need to create a climate in which our most vulnerable students feel safe and valued. Through inclusive policies and nurturing practices, we have the power to build an educational environment that is truly welcoming to all students. Our school's anti-bullying policy and code of conduct are committed to student safety.

We communicate effectively and often with students, parents or guardians and the community about school climate issues such as bullying, and we evaluate our anti-bullying policy annually using parents and pupils' surveys.

To raise awareness of issues such as homophobia, and gender stereotyping we have invited visitors to run workshops with our KS2 pupils. 5.4a

Attached evidence:

- 5.4a Diversity Role Models booking

Section 5: Celebrating Diversity

5.5 There are regular opportunities for learners to enjoy cultural and enrichment experiences (including out of school visits) that reflect and celebrate diversity.

A large part of our learning ethos at Hollydale involves learning in a context and having experiences that enrich learning and make it real. We offer a wide range of experiences to all our children in all our classes: visits and trips to exciting and interesting places; visitors into school such as drama groups who offer workshops; musicians who perform; artists of all varieties who work alongside the children; and important and interesting people who represent the many groups of our community. We feel that our 'learning outside of the classroom' approach to education offers our children a whole different dimension to their learning. At Hollydale, we learn together and see learning as a lifelong commitment. Please see list of visits and trips for this accademic year so far and last year 2016-17. 5.5a and b

Attached evidence:

- 5.5a Visits and trips 2017-18
- 5.5b Visits and trips 2016-17

Section 5: Celebrating Diversity

5.6 The school marks and celebrates events such as Black History Month (BHM) and Gypsy, Roma, Traveller History Month (GRTHM) Holocaust memorial day, LGBT History Month etc.

Each year Hollydale joins in with the national 'Black History Month' celebrations to embrace Black culture and promote knowledge of Black history and heritage. Last year 2016 we started off BHM by looking at the importance of celebrating Black History, and how by doing this we build knowledge which helps us to continue to develop our understanding of the importance of equality. This year each class has been given a specific theme to explore within their literacy and topic lessons so that they can truly understand Black history, heightening the awareness of Black people in relation to their cultural heritage. To help us commemorate the amazing achievements of the Black community the theme of the term's home learning project was 'Record Breakers'. Children were invited to be creative and to interpret this theme as they wished and to celebrate the children's efforts and achievements with their projects, we chose two projects from each class. All project winners had the opportunity to view the statue of Mary Seacole erected earlier this year opposite the Houses of Parliament in the grounds of St Thomas' Hospital.

A range of lessons were also planned for each phase. Please see planning attached guidance for 2016-17. 5.6a

In 2017-18 our BHM home learning project focused on 'People that changed the world'.5.6b

This year we also invited a well know children's author Valery Bloom to our school, who delivered poetry workshops with in different phases and delivered a very fun and inspiring assembly showcasing her great creative skills.

Attached evidence:

- 5.6a BHM plan
- 5.6b BHM home learning project

Section 5: Celebrating Diversity

5.7 The skills and talents of all learners are valued and celebrated.

Achievement assemblies are conducted every Monday and Wednesday by the headteacher and deputy headteacher. During those assemblies pupils share their school achievements in the broader sense and not just focusing on the basic skills. We have for example a number of pupils who are very gifted musicians, therefore to showcase their skills they are invited to perform regularly in front of the whole school and parents. Please see photographic evidence attached 5.7a

Every class has a school councillor. These children are valued for their positions of responsibility and the contributions they make. Each year a head boy and head girl from Y6 are elected. 5.7 b

Pupil progress meetings identify able Gifted and Talented pupils and class teachers are required to report on the progress and achievements of Able Gifted and Talented pupils.

Attached evidence:

- 5.7a Showcasing our talented musicians
- 5.7b Leaders

Section 5: Celebrating Diversity

5.8 Best use is made of the differing skills and talents of staff and governors.

Teachers are given the responsibility of managing a subject or an area of learning, which they particularly enjoy and they feel confident in leading and develop across the school, acting as role models for that subject and supporting other members of staff in the process.

We are very lucky to have staff, teachers and teaching assistants, with a wide range of skills in the creative arts including music, fine art, dance, cooking etc. Thanks to this we can offer our pupils a wide range of after school and lunchtime clubs. Example of midday supervisor delivering fitness club at lunchtime. 5.8c

Governors are elected as link governors on the basis that they may have an interest or knowledge related to a particular area of the school such as finance and administration, SEND, Literacy, Maths, Modern Foreign Languages and Science. They visit regularly to meet with subject leaders, admin personnel or the inclusion manager and evaluate the progress and developments made, giving also advice and support based on their own skills and knowledge on that subject/area in focus. 5.8 a and b

Attached evidence:

- 5.8a Governor link visit - SEND
- 5.8b Governor link visit - maths
- 5.8c Fitness club