



New River College Primary PRU
December 2023 - December 2026



Showcasing a Commitment to Equality

★ Behaviour and Welfare

★ Leadership and Management

★ Personal Development of Pupils

★ Teaching and Learning





Section 1: Behaviour and Welfare

- 1.1 The school takes steps to ensure that barriers to attendance for pupils from different backgrounds are removed.
- 1.2 Robust safeguarding and child protection arrangements are in place to promote pupils' welfare and safeguard children effectively
- 1.3 The school takes steps to ensure that rewards and sanctions are administered without bias.
- 1.4 Prejudice-related bullying and incidents are dealt with effectively.
- 1.5 Parents and carers know how to make a complaint of discrimination, harassment and/or victimisation and these are managed in a sensitive, just and empathetic way.
- 1.6 Staff members treat each other, pupils and parents/carers with respect, and feel able to make a complaint of discrimination, harassment and/or victimisation and these are managed in a sensitive, just and empathetic way





Section 1: Behaviour and Welfare

1.1.1 The school takes steps to ensure that barriers to attendance for pupils from different backgrounds are removed.

We have an all-inclusive attendance policy (see NRC-Attendance-Policy March 2023 attached) outlining our approach to supporting attendance. The policy ensures that barriers to attendance for all individual pupils are removed. We are committed to ensuring that our pupils are given the opportunity to access education regardless of their background or needs.

We have an Education Welfare Officer (EWO) who has responsibility for monitoring, reviewing, and putting in place actions to improve the attendance of every pupil. (See Attendance Process).

At this present time we nearly all boys with two female pupils who have just recently joined. Every parent/carer is contacted daily at 8.30 by text using 'Teacher2Parent' to remind them school begins at 8.55am.

From 9.00am school staff make first day absence calls and send message requesting contact if the parent/carer is unavailable. Visits are made by the EWO for those who have been off for more than 2 days, without secure contact from parent/carers.

The EWO monitors register at 2.30pm daily and highlight to DSLs (Designated Safeguarding Lead) and Heads of Centre (HOC) any students with unauthorised absence that might trigger a home visit the following day.

Each Friday, EWO sends HoC and DSLs the attendance for the week. This is split by: Key Stages; classes, individuals and the following groups Male, Female, FSM, CSC (Children's Social Care) (Children's Social Care) status, SEN (Special Educational Needs) status so patterns can be monitored and followed up. The running total for the year so far is attached - Primary weekly attendance data 2023-24.

At the end of each day, tutors contact parent/carers for students not in to see when they are likely to return. Follow-up is prioritised based on the level of absenteeism.

Below 96% (but above 90%)

1st stage - phone call with parents from tutor to discuss issues with attendance - actions recorded on a first stage attendance plan to support improvement. - (See exemplar 1st Stage attendance plan)

2nd?stage - parent/carer request to meet face-to-face meetings with tutor and member of school leadership team. A second stage attendance plan is agreed at this meeting. (See exemplar 2nd stage attendance plan)

Below 90% (but above 50%) Persistent absences





1st?stage - a daily phone call from EWO. Home visits if no contact for two consecutive days.

2nd?stage - after 3 days of EWO daily calls, parent/carers request to meet face-to-face with EWO, named DSL / Leadership Team and student is put on an Attendance Plan. (See Attendance Plan – Stage 3).

The EWO monitors and reviews the attendance plan weekly with the parent/carer, and consideration is given to involving external agencies where appropriate such as social care.

At the end of the second week, if there is no improvement, parents/carers are asked to attend a face-to-face meeting to address attendance barriers.

There is ongoing weekly review around whether the plan and actions that must continue to improve.

If attendance has improved, but not to 90%, then extend the Attendance Plan until it improved and can be managed by tutor (if needed), or the next level of intervention is triggered. If attendance has improved, but not to 90%, then extend the Attendance Plan until it is improved and can be managed by the teacher (if needed), or the next level of intervention is triggered.?

Below 50% - SAs

Daily home visits and welfare checks from DSLs / HoCs and EWO

Professionals' meetings for intervention and support

Court Warning Letter and Local Authority process for attendance?

Attendance plans at this stage being managed by EWO (lead) with DSL/ HoC for-info support and communication?

Medical - plans for graded exposure work must be in place and reviewed regularly. If no progress is made within a half-term, a professionals meeting must be held and decision on whether Court Warning letter should be issued?

Additional strategies based on pupils' needs include pick up from home, using taxis, and support for parents to apply for SEN transport.

We are a pupil referral unit and pupils can arrive and also re-integrate out of our setting during the academic year, Our total number of students here can fluctuate.

We are a pupil referral unit and pupils can arrive and also re-integrate out of our setting during the academic year, Our total number of students here can fluctuate. Right now, we have 13 boys and 2 girls, and their attendance is monitored in an individual level and supported individually as well (see Individual Attendance Plan)

Attached evidence:





- Attendance Plan - Stage 1
- Attendance Plan - Stage 2
- Attendance Plan - Stage 3
- Primary individual attendances
- Individual Attendance Plan
- NRC Attendance Policy March 2023
- Attendance by Ethnicity
- NRC Primary Weekly Attendance 2023-24





Section 1: Behaviour and Welfare

1.2 Robust safeguarding and child protection arrangements are in place to promote pupils' welfare and safeguard children effectively

Safeguarding is at the forefront of the work we do at NRC (New River College). Our safeguarding policy is updated yearly, to include KCSIE 2022 (Keeping Children Safe in Education) updates (Please see attached).

Regular reviews and audits evidence that safeguarding at NRC is effective and robust with good practice evident across the college. NRC has child protection and behaviour policies in place understood by all staff. All staff have read and understood the 2022-23 KCSIE document and follow the safeguarding policy and procedures which are embedded across the college.

Training is provided throughout the year in areas that are identified on each site. The carousel can include, online safety, child on child abuse (please, see Protocol Training Delegate Copy), Harmful sexualised behaviour. All staff attend yearly training in PREVENT. In addition the safeguarding training delivered yearly consists of FGM (Female genital mutilation) and child exploitation.

There is a team of DSLs on each site and a Lead DSL to support and oversee cases. A total of 17 staff members are trained to DSL level, all update their qualification as required.

New staff are given a safeguarding induction by a DSL on their site, this also includes KCSIE update and PREVENT training. Agency staff are given a safeguarding overview and procedures to follow should they have a concern.

Please see example (Safeguarding procedure).

Training for staff in unconscious bias, micro-aggressions, race trauma, LGBT+ inclusion and dealing with Prejudice-related incidents help ensure that equality is at the forefront when dealing with safeguarding issues.

The DSL network meet on a regular basis to share good practice and discuss cases, gaining support from each other. The safeguarding lead and DSL's attend the Islington safeguarding forum and ensure that policies, procedures, and staff are up to date with safeguarding developments. Senior staff are up to date with their safer recruitment training.

All training is recorded and monitored.

Concerns and disclosures are reported through CPOMS and assigned to a DSL and alerting others in the network. This ensures that actions are completed and enables the Lead DSL to have an overview of the college. Files are transferred within the statutory 5-day time frame as set out in KCSIE 2022-23. If the receiving school does not have CPOMS, files are sent securely via EGRESS or hand delivered.





DSL's attend meetings such as CIN, CP, Strategy meetings across the college and are part of a wider professional network and TAC (Team Around the Child). A TAS (Team Around the School) meeting occurs across each site on a 3-week Rota enabling cases to be reviewed, concerns to be shared and referral into CSCT or other external agencies.

Referrals are also made into NRC Family Support Team directly or through not meeting threshold for CIN/CP. This is part of the LA Early Help offer. Termly Safeguarding audits are undertaken by the Lead for Safeguarding and Child Protection.

Each site is visited on a regular basis by NRC link governor for safeguarding. This governor then feeds back their findings to the pupil and committee/full governor meetings. All governors are required to complete safeguarding training in line with KCSIE 22-23. This is provided by NRC through the National College CPD programme.

All visitors are required to provide ID on Entry and relevant checks are made through agencies; they are also given site specific procedures/named DSLs should they have a concern leaflet.

DSL's names and photos are clearly displayed at the entrance of each site.

Information is also shared on the website: New River College - Safeguarding

New river college primary's DSL Rhys gets fortnightly informative blogs (see Blog64) sent from the local authority, which is shared with the staff team in briefings or during 1:1 line management sessions.

Attached evidence:

- CPD Calendar 2022-23
- Details of Safeguarding Officers
- DSL Supervision Structure 2022
- NRC Child Protection Policy Sep22
- NRC Images of Children Policy 21
- Record of training
- Safeguarding refresher certificate feb 2023
- Safeguarding KCSIE updates Sep 2022
- Safeguarding Visitor Guidance
- Safeguarding procedure 2023
- Prevent Certificate
- Whole School INSET for DSL 2023
- Blog64 Children Missing Education
- Protocol Training Delegate Copy





Section 1: Behaviour and Welfare

1.3 The school takes steps to ensure that rewards and sanctions are administered without bias.

At NRC Primary, we have a behaviour policy designed by and implemented by the staff that work in the school with external agencies such as CAMHHS and Education Psychology Services. Careful consideration was taken to ensure that pupils' individual SEN (Special Educational Needs) needs are met, and that staff deal with behaviour with a trauma-informed approach.

Generic rewards are given in the form of tokens. Tokens are awarded when pupils listen, join in, and complete their given task. If pupils are struggling to meet these criteria, we ensure that differentiation in the success criteria is matched towards the pupils' individual needs to ensure that all pupils receive positive praise no matter what stage they are at in their behaviours for learning. Rewards are also personalised towards the pupils' own personal development targets. These targets are decided by the class team, after assessing the pupil's readiness to learn with our personal development tool. (See PDT Targets & Intervention Plan attached). Staff have a guide to the standard number of tokens that each child should receive on a successful day. All rewards are monitored and tracked by the senior leadership team to ensure that pupils across the school receive adequate rewards in proportion to their peers.

Our behaviour policy is based on a positive restorative approach towards behaviours that challenge us. Sanctions are only ever used in the form of losing tokens for damage to property. This is agreed with the staff team on a case-by-case basis and overseen by the SLT. All other forms of sanctions are based around natural consequences. The staff team decides as a collective which course of action to take when pupils display behaviours that challenge us. This may include a restorative conversation with another pupil or staff member. At New River College Primary in line with our behaviour system we don't exclude pupils from our settings. Children have already been excluded and directed to come to our setting, so this wouldn't be the best practice to support our young people.

The behaviour policy is continuously monitored, reviewed, and may change depending on the needs of the pupils. Behaviour walks are used to monitor the effectiveness and fairness of the implementation of the policy and regular CPD (Continuing Professional Development) is used to ensure staff are consistent with their approach. Pupil voice is also considered through school council meetings. (See School Council Agenda).

Our approach to sanction is through restorative justice, as our Behaviour Policy and Intervention plans evidence detail.

Attached evidence:

- Behaviour POP updated 2022
- Class Council Minutes 25.4.23
- Infographic Display
- PDT Targets





- Behaviour - Individual Plan
- CT Reflection 16.05.23





Section 1: Behaviour and Welfare

1.4 Prejudice-related bullying and incidents are dealt with effectively.

The school equality policy was reviewed in January 2023. The appendix on dealing with prejudice related incidents was developed in consultation with staff, senior leaders and governors and makes it clear as to how incidents are followed up. The full governing body approved the new Equality Policy and commended the update on dealing with prejudice related incidents.

Training on prejudice related incidents has taken place at different points in the last 3 academic years (See handouts and email from Equaliteach). To underpin this work on prejudice related incidents, training and reflective practice has also taken place on 'Being an active bystander to challenge discrimination' (See paper on Microaggressions used to support training and reflection). Training also took place on micro-aggressions (see slides).

We have developed CPOMs with a separate prejudice-related category which allows recording by protected characteristics. This forms part of the pupil's chronology around behaviour and safeguarding. These incidents go directly to the schools Heads of Centre and designated safeguarding lead (who is also a school Equality lead).

Pupils are elected to be 'Equality champions.' Their work has included creating a child-friendly poster to share the aims of the anti-bullying policy and Equality policy. It encourages children to speak out, so everyone feels safe from all protected characteristics.

Work with pupils goes on daily in challenging any unkind and/or prejudiced comments. This is for both staff and other pupils. Pupils have grown in confidence to challenge prejudice due to embedding and rewarding the Equality champion roles and work in circle times, PSHE, assembly and school council. (See videos of equality champions speaking about their role).

If there are any prejudice-related incidents pupils reflect on this and make amends.

Further staff training on prejudice related incidents and micro-aggressions are planned for 2023-24.

Pupils also know how to report discrimination, harassment and/or victimisation as pupil friendly posters are displayed within the classroom.

We are currently assessing our Anti bullying policy using the Equaliteach Anti-bullying template (attached) so as to more explicitly refer to identity based bullying and how this will be addressed.

Attached evidence:

- Active Bystanding Tips





- CLT Minutes
- CPOMs - PRI register
- Equalities poster - developed by children
- Exit Cards Training 9.1.23
- Training Email
- Microaggressions Presentation
- NRC Anti-Bullying Policy
- Unconscious Bias Training 2022
- Whole School Equalities Session 9Jan2023
- NCR - PRI Procedure
- NRC Prejudice-Related Incidents Procedure
- EqualTeach Template - Child-Friendly Anti-Bullying Policy
- EqualTeach Template - Anti-Bullying Policy





Section 1: Behaviour and Welfare

1.5 Parents and carers know how to make a complaint of discrimination, harassment and/or victimisation and these are managed in a sensitive, just and empathetic way.

The school has a clear policy and procedure to deal with concerns and complaints, which are communicated to parents/carers. New River College's governing body is responsible for ensuring that all complaints are considered in line with NRC (New River College) trauma informed practice. It is important that all complaints, no matter the nature, are handled speedily and effectively and in an empathetic and sensitive manner.

Once a place at NRC has been agreed, families are invited for a tour without the pupil. This will help the parents to meet staff and get a feel for the environment. On the second visit, the pupil is invited along with their parent/carer to attend the setting. It is important that a good relationship is built between the families and the school. We want families to be open and honest with us as we will aim to be with them. Doing this enables the correct conditions for a healthy relationship. To continue the connection, it is imperative that complaints of any nature are dealt with proactively as possible but if we are reactive then complaints are dealt with at a swift pace.

New River College ensures that good practice is at the forefront so governing bodies review the complaints procedure annually. New River College ensures that statistics on complaints can be collated so that improvements around this policy are appropriately informed. The Local authority may require details of any complaint and its consideration to answer formal enquiries from the department of education or others. The school will be consulted before any response to such enquiries is made.

Advice to headteachers and governors on the handling of complaints is available from the governing body services section for those schools which use this service.

The school's complaint procedure sets out three stages for dealing with complaints within school. These are the informal stages within school, the formal complaint stage 1 and this is heard by the complaints committee of the governing body or a nominated lead governor for complaints and lastly the formal complaint stage 2 where the complaint is heard by an appeals committee of the governing body.

The Formal Stage (Stage 1 – Complaint to the Governing Body)

The Governing Body will establish a Committee of Governors to hear any formal complaints made or nominate a Lead Governor to deal with formal complaints. If a complainant is dissatisfied with the Executive Headteacher's response or if the complaint is about the actions of the Executive Headteacher, s/he can request that the complaint is referred to the Governing Body.

The Executive Headteacher will inform the complainant of the need to submit a formal written complaint to the clerk to the Governing Body and will supply the name and address of the clerk to the Governing body for this purpose.





In the case of a formal complaint against the Executive Headteacher, the Clerk to the Governing Body will immediately upon receipt of the complaint send an acknowledgement and confirmation that a formal hearing will be convened within twenty school days. The Clerk to Governors will then immediately forward the complaint to the Chair of the Complaints Committee/Lead Governor to convene the hearing. The Chair or Lead Governor may ask the Executive Headteacher to conduct further investigations of the facts for presentation at the hearing. If the complaint is about the actions of the Executive Headteacher, the Chair of Governors may, if unable to resolve the matter informally, seek to engage an independent person to act as an investigating officer to establish the facts. The Governor Services Section may be able to help in this.

A complaint hearing by the Complaints Committee/Lead Governor will be convened within 20 school days of the receipt of the formal complaint. The Clerk to the Complaints Committee will send a letter to the complainant stating the date, time, and place of the hearing at least 10 working days before the hearing. The letter should include a copy of the complainant's procedure. If the complainant wishes to submit a written statement or refer to any additional documents in his/her possession, copies should be sent to the Clerk/Chair of the Complaints Committee/Lead Governor seven working days before the date of the meeting in order that sufficient copies can be made available to the Complaints Committee/Lead Governor. Similarly, if any investigation report is prepared by the Executive Headteacher or other person at the request of the Chair of Governors, it should be available seven working days before the hearing for circulation. Any papers to be considered at the hearing should be available to the Committee and the complainant and the Executive Headteacher at least 3 days before the hearing.

The names of any witnesses to be called by the complainant or Executive Headteacher should be notified to the clerk/Chair of the Complaints Committee/Lead Governor, seven working days before the hearing and should be notified to the Committee, the complainant and the Executive Headteacher at least 3 days before the hearing.

The Hearing

The aim of the hearing is to resolve the complaint and achieve a reconciliation between the school and the complainant. Governors should seek to remedy matters wherever possible. The introduction of previously undisclosed evidence or witnesses should be a reason to adjourn the hearing so that the other side has the time to consider the situation. The meeting should consider the complaint as informally as possible, but it should be structured to ensure it is effective. The complainant will be informed of the decision where possible within 3 school days of the meeting.

The Formal Stage (Stage 2 – Complaint to the Appeals Committee)

This stage applies if following the hearing under Stage 1 of the procedure and the complainant is not satisfied with the outcome and wishes to appeal against the decision. Any appeal against a decision under Stage 1 of this procedure must be lodged with the Clerk to the Governing Body within 20 working days of the issue of the notification of the decision in writing. The Clerk to the Committee will acknowledge it and refer it to the Chair of the Appeals Committee the Governing Body will establish an Appeals Committee of Governors to hear any appeals made against the decision of the Complaints Committee. The appeals committee shall comprise at least as many governors as involved in the





Stage 1 hearing of the complaint.

The appellants must state very clearly the grounds on which the appeal is being made and specify whether the appeal is against the decision of the Governors' Complaints Panel

and/or - the conduct of the hearing.

The Chair of the Appeals Committee will arrange for a special meeting of the Appeals Committee to be convened within 20 working days of the receipt of the formal appeal.

The Clerk/Chair of the Appeals Committee will send a letter to the complainant stating the date, time and place of the appeal hearing at least 10 working days before the meeting. Any documents relevant to the appeal will be enclosed with the letter. If the complainant wishes to refer to any additional documents in their possession, then copies should be sent to the Clerk/Chair of the Appeals Committee seven working days before the date of the meeting in order that sufficient copies can be made available to the Appeals Committee.

The Appeal Hearing

As with Stage 1 of the procedure, the meeting's aim is to resolve the complaint and achieve a resolution between the school and the complainant. Governors should seek to remedy matters wherever possible. Governors may wish to enlist the services of an independent person to sit on the Appeal Committee. Any expense paid to an independent volunteer serving on an appeals Committee would be the school's responsibility. The meeting should again consider the appeal as informally as possible. Governors may wish to follow the same procedure for the conduct of the appeals meeting, as set out in attached Appendix A.

The Appeals Committee will consider the complaint and the case made by the complainant and; reach a decision on the complaint appeal and their reasons for it;

Decide on any action to be taken or recommended, including details of any request made to those complained against to resolve the complaint.

The hearing will be minuted and notification of the outcome of the meeting will be sent to all parties within, where possible, 3 working days of the hearing. The Appeal Committee's decision will be final on behalf of the school and the Governing Body, and will be notified to the complainant in writing, and to the members of the Complaints Committee.

APPENDIX A: Procedure for the Conduct of the Hearing

Set out below is a procedure that Complaints Committees can follow for the conduct of the hearing:

The complainant shall explain the nature of her/his complaint and may submit a written statement to the hearing.





The Executive Headteacher and the Committee/Lead Governor may question the complainant about the complaint and why it has been made.

If any investigation report has been produced at the request of the Chair of Governors by the Executive Headteacher (or another person) it will be considered. If the report is produced by a person other than the Executive Headteacher, the person may be present at the hearing and answer questions for clarification for the complainant, the Executive Headteacher and Committee/Lead Governor. Otherwise, the Executive Headteacher will respond to the complaint.

The complainant and the Committee/Lead Governor may question the Executive Headteacher about her/his response to the complaint.

The Committee/Lead Governor, Executive Headteacher and complainant shall have the right to call witnesses where there are disputes to fact.

The Committee/Lead Governor, the Executive Headteacher and the complainant shall have the right to question any such witnesses.

The complainant may make a final statement.

The Executive Headteacher may make a final statement.

The Chair of the Committee/Lead Governor shall explain that the complaint will now be considered, and a decision reached which will be notified to the complainant and the Executive Headteacher in writing.

The complainant and the Executive Headteacher will then leave the meeting.

The complaints Committee/Lead Governor will consider the complaint and the cases made by the complainant and Executive Headteacher and: reach a decision on the complaint and the reasons for it;

Decide on any action to be taken or recommended, including details of any request or direction to those complained against, to resolve the complaint.

Notification of the decision will be sent to the complainant and to the Executive Headteacher in writing and setting out the right of appeal against the decision.

The letter sent to the complainant informing her/him of the decision concludes this stage of the procedure.

Parents / carers know how to make a complaint of discrimination, harassment and/or victimisation as the complaint procedures can be found on our schools' website. <https://newrivercollege.co.uk/about-us/policies> A poster is also visible in the main reception (see evidence), on entrance for parents/carers to see. In the last three years we have not had a complaint from parents or carers.





As a school, we prioritise relationships with families and ensure a high level of communication daily. Parents/carers are met, both at the start and end of the school day. Parents/carers are given the opportunity to discuss and raise any issues or complaints with staff who work closely with the children as well as the Heads of Centre.

As per our policy, the Deputy Headteacher / Head of Centre will be the one recording the actions taken as a result of any complaint.

Attached evidence:

- NRC Complaints Policy 30.12.21
- Ofsted Report June 2023
- Poster - Parents Concern What To Do
- Poster - Parents Concern What To Do





Section 1: Behaviour and Welfare

1.6 Staff members treat each other, pupils and parents/carers with respect, and feel able to make a complaint of discrimination, harassment and/or victimisation and these are managed in a sensitive, just and empathetic way

At New River College Primary, we aim to create a fully inclusive school environment, free of discrimination, harassment, bullying and victimisation and where dignity and respect are promoted. These are managed in a sensitive, just and empathetic way.

On induction and updated annually, staff receive a handbook including a staff code of conduct and the whistle blowing policy. (See appendix whistle blowing policy)

In September 2023, with the updates to around Keeping Children Safe in Education 2023 training focused on low level concerns and staff conduct. Staff worked collectively through different scenarios including ones that related to staff behaviour around other staff, pupils and parents/ carers both inside and outside of school. Staff worked to amend the code of conduct and a reviewed policy is now part of the Staff handbook for 2023-24. Staff identified recording and reporting concerns around any incidents and how to make a complaint. (See appendix Staff code of conduct old version 2022, new version 2023.)

Staff training around equalities throughout the year has included 'dealing with prejudice related incidents, race trauma and unconscious bias'. - See leadership and management section of audit.

Work with staff was completed on our procedures around dealing with prejudice related incidents and our equality policy for 2023 was updated accordingly. The Equaliteach handout on terminology will be disseminated among staff during planned CPD sessions this term to support them on treating each other, pupils and parents/carers with respect.

Attached evidence:

- Equality & Diversity Policy March 2023
- EqualiTeach - Recognising & Responding to PRI
- NRC Code of Conduct May 2023
- NRC Complaints Policy 30.12.21
- Safeguarding KCSIE updates Sep2022
- Staff Conduct & Professional Standards (old version 2022)
- Whistleblowing Procedures
- NRC PRI Procedure
- EqualiTeach Handout - Terminology Sep2023





Section 2: Leadership and Management

- 2.1 Equality is core to the school's ethos and values and communicated to all in the school community.
- 2.2 The school is working towards specific, measurable, achievable, relevant and time-related (SMART) equality objectives.
- 2.3 All members of the staff team receive continuous professional development on issues of equality, bullying and safeguarding.
- 2.4 The school is aware how pupils from different backgrounds are achieving and progressing in the school. Where relevant, procedures are in place to reduce differences in outcomes.
- 2.5 The school promotes a positive environment in which people from all backgrounds feel valued and included.
- 2.6 Pupils and families who have English as an Additional Language have access to an appropriate level of support.
- 2.7 The school listens to and conducts meaningful consultation with parents/carers, pupils and staff to identify equality issues and barriers to inclusion.
- 2.8 Reasonable adjustments are made to enable disabled people to access to the physical environment of the school, the curriculum and information
- 2.9 Admissions procedures are fair and equal; admissions data is analysed by different groups. Where relevant, steps are taken to reduce disparities.
- 2.10 Staff recruitment, training and promotion procedures follow good equal opportunities practice; efforts are made to reflect the local community in the composition of the staff, governors and volunteers.
- 2.11 The school assesses the impact of policies and measures on equalities, with regards to current and prospective pupils and parents/carers.
- 2.12 The school has an inclusive uniform policy





Section 2: Leadership and Management

2.1 Equality is core to the school's ethos and values and communicated to all in the school community.

New River College (NRC) is a pupil referral unit with inclusion at the centre of its purpose and work with young people. NRC provide education and support for the most vulnerable children in the London Borough of Islington. Our cohort of young people all have SEN support needs with over 70% having an Education, Health and Care plan. Co-occurring needs around disadvantage and social care are very high.

Our mission statement and values explicitly mention respect, opportunity and support for all (see attached). The schools core values are centred on removing barriers for all learners, to educate young people with social emotional and mental health difficulties to overcome barriers to learning and personal development and transition on with success. Our pupils face many and varied challenges including feelings of failure, rejection and disillusionment with school. They face the judgement and expectations of other people who may not understand their challenges and often underestimate their abilities and potential. The school provides a safe, supportive learning environment with trauma informed staff who personalise and adapt their approaches to meet the individual needs of our vulnerable and disadvantaged pupils. The school mission and values are displayed in the school and visible to the school community including parent/carers and visitors, and our mission includes:

- "- Educating and supporting all pupils to learn
- Providing a safe, nurturing and supportive environment"

The whole school improvement plan includes development to promote equality and is included in the staff handbook (see relevant screenshots).

The school promoted two members of staff into roles as Equality leads. They work with pupils, staff, parent/carers and governors to promote equality, review policy and practice, provide training and support and develop equality objectives.

The school has a robust equality, diversity and inclusion policy that has been developed with support from external partners including the local authority school improvement team, Equaliteach and Educate and Celebrate (see ED policy at NRC Equalities June 2023.pdf (newrivercollege.co.uk)) . All staff have had opportunities to contribute and reflect on policy and practice in training and reflective sessions led by our whole school Equality Leads.

Equality and safeguarding are integral to everything the school does. This is highlighted in our website, please see section Equality, diversity and British Values at <https://newrivercollege.co.uk/about-us/key-information/british-values>

The Equality policy is accessible to all in the school community via the school website NRC Equalities June 2023.pdf (newrivercollege.co.uk), staff handbook and throughout the school with displays that reflect and respect the diversity of





the school community. The termly school newsletter sent to parents/carers shares activities pupils have engaged in that promote equality. See example where pupils celebrated LGBTQ+ history week in February 2023.
<https://newrivercollege.co.uk/uploads/News%20documents/Spring%20Term%202023%20HT%203%20Newsletter.pdf>

The school's home/school agreement specifically mentions equal opportunities (See Home / School agreement). Because of our commitment to inclusion, the school is assessing our current home school agreement for more explicit mention of equality, using the Equaliteach template to support this (attached).

The school's commitment to equality is clear also in the school's communications with governors. The chair of Governors is the nominated representative that works with the school leadership team and equality leads to promote equality.

Training, development and reflective practice for staff on equality, diversity and inclusion are embedded in the schools training and meetings calendars. In addition, staff are able to bring issues that are important to them through the school Black Lives Matters group. This forum enables staff to raise issues that affect them from any protected characteristic.

Pupils are aware of the importance of equality throughout the school since it is embedded in our work as our latest Ofsted report (attached) shows: "Equality and diversity pupil ambassadors' talked about their work which includes encouraging others to be nice to each other, especially if there is ever any rare incident of unkindness, Leaders ensure that pupils know to talk to a trusted adult in school if they are worried about anything. Pupils are safe in school."

Attached evidence:

- Equality - update for governors Nov 2022
- Home School Agreement
- Ofsted Report Jun 2023
- Primary Home/School Agreement 2023-24
- NRC SEN Policy 30.12.21
- NRC Equality and Diversity Policy Jun23
- Mission Statement
- EqualTeach - Home School Agreement Template





Section 2: Leadership and Management

2.2 The school is working towards specific, measurable, achievable, relevant and time-related (SMART) equality objectives.

The school is working towards specific, measurable, achievable, relevant and time-related (SMART) equality objectives. (See Equality Action Plan 2023-24). Analysis has been completed on the ethnic diversity of staff at New River College. (See attached anonymised data). This shows that there is very good levels of diversity in recruitment. However, the school aims to have greater diversity at senior levels by the end of 2024. (See Equality Action Plan 2023-24). The school will use advice sent from Equaliteach in refining our objectives even further by December 2023.

The school equality leads have led a range of training and development sessions with staff, pupils voice activities with pupils and governors' meetings to review the schools work promoting equality. Equality is a key strategic aim of the school. In 2019-20 the school was part of the Equaliteach 'Free to be' Project. Beginning in 2021-22 and throughout 2022-23 the school has been working with the local authority school improvement team, Equalitech and Educate and Celebrate to audit across a comprehensive range of criteria addressing equality, diversity and inclusion. These audits have been shared with staff through a range of development sessions. Senior leadership and staff meetings identified areas the school is working well to promote equality and areas they would like to see developed further.

Anonymised surveys were used with staff, pupils and parents and findings shared back with all staff and governors. This monitoring linked to the audits with outcomes used to agree a set of SMART objectives.

These SMART objective we are working towards is part of an action plan ratified by the full governing body and they will be included in the published equality policy. <https://newrivercollege.co.uk/about-us/policies>

The action plan is overseen by the executive headteacher, and equality leads.

Attached evidence:

- NRC Equality Policy
- Promoting EDI and Setting SMART EOs
- Equality Action Plan 2023-2026 - EO updated
- Primary Staff Ethnicity Data





Section 2: Leadership and Management

2.3 All members of the staff team receive continuous professional development on issues of equality, bullying and safeguarding.

Training on safeguarding (attached) is delivered both in whole school sessions e.g., annual update - KCSIE, annual refresher in PREVENT. The school has a number of staff trained as DSL's (Designated safeguarding leads). This includes executive leaderships as well as the Head of the Primary Centre and the HLTA at Primary. All staff have annual refreshers in CPOMS and during both induction and for agency staff, safeguarding training is provided.

Due to the complex needs of pupils and the high proportion of pupils known to children's social care, daily referrals are made to social care. Where concerns and issues arise staff are supported to report and DSLs ensure they gain feedback so that their safeguarding practice is continually improved. Evidence of training in safeguarding is included in unit 1.2.

New River College is committed to ongoing CPD around Equality, bullying and safeguarding. In line with the whole school improvement plan, equality, bullying and safeguarding have been central themes in the training and support offered to staff. Equality and Safeguarding training are part of a member of staff member's induction process. Staff are taken through the staff handbook and sessions include; the Equality policy and dealing with prejudice related incidents, staff code of conduct, safeguarding policy and procedures including recording incidents on CPOMs. (See staff handbook)

Daily debriefs include reflections on any incidents that relate to equality issues. If an incident with pupils occurs staff discuss how to address this and ensure restorative work is put in place, parent/carers are informed, and incidents logged.

Training with staff at all levels and roles has been planned throughout the year in consultation with the local authority and in response to staff feedback from surveys.

INSET day 4th January 2021 focused on Unconscious Bias (see email INSET plans and Unconscious Bias training and Race Trauma training)

Training in unconscious bias started with 'Train the trainer' sessions where the Equality leads completed the training with local authority consultants and then prepared the sessions to train all staff on Unconscious Bias – January 2022

Governors are regularly updated on progress towards equality objectives. (See equality update for Governors 14th November 2022)

Training was provided for both SLT and governors as part of the whole school working towards the Bronze Pride in EDI Award. This included three sessions with Educate and Celebrate





Session 1 Policy, Website, Systems and Language

18 October 2022

Session 2 Working with Stakeholders

22 November 2022

Session 3 Curriculum Focus

Tuesday 7 February 2023

All staff then took part in training on Wednesday, 30th November 2022, 3pm with Elly Barnes from Educate and celebrate. This training focused on legislation and EDI and actions schools can take around language and environment to improve inclusion for LGBTQ+.

The equality leads led a session with the full College leadership team to review the Prejudice-related incidents policy and input ideas for action around the Equaliteach silver Award audit on Tuesday 10th January 4.15.

The Equality leads, delivered whole staff training Monday 9th January around cultural bias. The results of the whole school survey were shared. (See email Equality CPD January 2023). (See Primary Whole School Survey 2023). Exit cards completed from this training demonstrate the very positive impact Equality training has been having on staff and where they want further support and training.

Training on Equality, Diversity and Inclusion around the code of conduct was delivered on Wednesday 3rd May 2023. (See EDI training power point). The session addressed common misconceptions about LGBTQ+ people such as:

You can choose to be gay or not

LGBT+ people are sexually predatory

Your sexual identity isn't relevant in daily life

LGBT+ relationships are more unstable than straight relationships

Being LGBTQ+ is a form of mental illness or a response to a traumatic event

Space was also provided for questions. The discussion addressed the idea that we should just treat everyone with respect. We talked about the differing challenges that groups covered by the protected characteristics face and that we need to explicitly recognise these challenges in order to make our institution safe for all its members.

Staff created posters in response to input and these are now on display throughout the school. See Pictures in





evidence file.

In addition to Primary staff accessing whole school training, ideas for training have also come from reflections in the 'Black Lives Matter' group. Staff come together in this group to discuss and share on equality issues, identity, reflect on issues in school. Colleagues have shared resources e.g., lesson from the black curriculum. They have also had reflective discussions e.g., around active bystander tips, micro-aggression and issues as they have come up in the news, and training on these issues. (See Microaggressions training evidence).

Part of our aims for 2023-25 is continuing to have a CPD calendar of Equality, bullying and safeguarding training throughout the year. This will mean revisiting training on unconscious bias and dealing with prejudice related incidents to support existing and new staff around school policy and procedures, school actions and provide a space for staff reflections and ideas to make ongoing improvements.

Attached evidence:

- MERS Autumn 1 2023
- Microaggression Workshop - resources
- INSET trainings
- Racial Trauma Twilight Email
- Train the Trainer Email
- Equality CPD January 2023 Email
- Microaggressions training email
- Active Bystanders Email
- Primary - Whole School Survey 2023
- EDI & Code of Conduct Training
- Safeguarding Training 11102022
- EDI Questionnaire Parents/Carers





Section 2: Leadership and Management

2.4 The school is aware how pupils from different backgrounds are achieving and progressing in the school. Where relevant, procedures are in place to reduce differences in outcomes.

The school is very small, all pupils have complex SEN (Special Educational Needs) needs. For example, SEN such as Autism, ADHD, often both. In addition, a very high proportion of pupils are known to children's social care and on Child in Need or Child protection plans. Currently (September 2023) there are 20 pupils on roll. 3 pupils are undertaking full time re-integration into mainstream.

The pupils come from a range of ethnic backgrounds and there are currently 3 pupils with EAL (English as an Additional Language). For such a small cohort the rates of deprivation are high, the majority are classed as Pupil Premium with 96% on free school meals. There are currently 2 looked after children (LAC). 30% of pupils have children's social care involvement. There are 11 pupils with medical needs and plans.

All pupils have diverse and complex SEMH (Social, Emotional and Mental Health) needs. 70% of pupils have an EHCP (Education Health Care Plan). The SENCO (Special Educational Needs Co Ordinator) is working on referrals for statutory assessments for all pupils who do not have one. 12 (60%) pupils have a diagnosed SEN of ASC, ADHD or both and a further 4 pupils are currently under assessment. All pupils on entry are below or well below age-related national expectations for reading, writing, maths, science.

Progress for all pupils is measured against national curriculum standards. However, the school uses pre-Key stage standards and development matters targets for those working below or well below expectations. Progress is also measured in terms of pupil's personal development and the outcomes and targets in their EHCPs (education, health and care plans). Therefore, a very individualised approach is taken for every pupil. Their co-occurring needs and backgrounds that cut across different protected characteristics are taken in to account when actions and strategies are put in place to enable them to make better progress.

Progress and attainment data is analysed by different groups (sex, SEN, socio-economic status (Free school meals), whether known to children's social care (CSC) and ethnicity. In 2022-23 there were only boys. See evidence – Pupil progress by group 2022-23.

Progress data is analysed separately by ethnicity – See evidence – Raw data ethnicity Primary document.

The school has Equality leads as well as Heads of Centre are responsible for overseeing the progress of each underachieving group in the school. The deputy head for teaching and learning presents progress data to governors termly with a breakdown by group. Given the small numbers comparison is challenging.

The number of pupils in each group are as follows.





BAOF 2

BCRB 1

BOTB 1

MAOE 1

MBOE 1

MOTM 1

MWBC 4

NOBT 1

OIRN 1

OLAM 1

WALB 1

WENG 5

White, Iranian and Black Caribbean made most progress in reading, 'Other Black' made most progress in writing, South American, White and Iranian made most progress in Maths, Black Caribbean and Black other made most progress in science.

Teachers and heads of centre review pupils progress every half term. Any discrepancy in the progress between different groups is addressed and actions put in place.

As shown in the 2022-23 data, pupils with EHCPs and pupils on free school meals were doing as well or better than others. Analysis of any group including ethnicity needs to also take in to account the other factors that may affect progress such as whether they are known to children's social care, if they have an EHCP, FSM, their medical needs and SEN.

Every pupil has a pupil passport and support plan that is regularly reviewed to address their learning needs and support them to make good progress.

To increase the achievement of underachieving pupils the school has the following in place to make plans and put in place strategies to support.

Structured conversations – termly meetings with families and children to review their progress and the support and





provision in place for them. Any underachievement or lack of progress is discussed fully, and strategies agreed.

Annual reviews – For pupils with EHCPs progress towards their goals is reviewed and new short-term goals set.

Team around the child – where there is any concern about a child and their progress a meeting is called that includes parent/carer, school staff as well as any staff working from multi-disciplinary teams such as CAMHs, educational psychologists. At these meetings plans are put in place to address any concerns and improve rates of progress in academic and personal development.

Team around the school – This is the multi-disciplinary team. They meet every three weeks. Progress of every child is reviewed as part of a holistic review and the team take actions to address any needs presented.

Attached evidence:

- Primary Data by Ethnicity
- Pupil Progress by Group
- Raw Data Ethnicity Primary
- Pupil Passport - Action Plan for the pupil





Section 2: Leadership and Management

2.5 The school promotes a positive environment in which people from all backgrounds feel valued and included.

At NRC we are welcoming of all pupils, staff and stakeholders. We pride ourselves on showing this in many ways. We regularly gather feedback from staff and pupils about how they feel about the school and ask for any suggestions to make the school better. We use the feedback to make informed decisions about how training has gone and how we can make the training even better next time. (Exit cards 9.1.23.pdf) We also gather anonymous data to help gain a genuine view from all about the school to really make an impact in terms of change.

We make sure to represent our schools' community and in addition our worldwide community throughout the school. We make sure we have a range of diverse groups around the school on displays and posters to reflect and connect with our pupils. Photos of pupils on a website represent our continuous ever-changing cohort. We have our cultural calendar as well as our key assembly dates to help us deliver key assemblies and themed weeks, such as Black History Month where we have a range of activities like cooking, mask making, music and fact-finding lessons. In addition, we use a range of texts for guided reading to keep the theme of the month. (Assembly Log.pdf & Key Assembly Dates 2023) We keep culture such as this throughout the year, with our weekly cooked breakfast for pupils and staff by adding ingredients from all around the world like plantain, sukuk sausage, bami, yam and different types of bread.

In line with Pride Month we communicated with all staff, put up a display and baked a pride tiered cake. (Pride month email). We give staff the opportunity through our equality leads to add events onto the calendar, staff can email, and we would support them in adding to the calendar or having an event. We also have created a community culture recipe book, where pupils and staff decide what to cook from their own cultures or other cultures around the world, then add the recipe used and photos into our recipe book. (See Persian Chicken Recipe and NRC - Community Recipe Book)

Through CPD feedback and communication with staff via means of surveys, 1 to 1 provision and emails to our Equality Leads we can respond to any negative issues that arise in line with our equality and diversity policy. (Primary Staff Survey 20.01.23). In terms of feelings around exclusion for parents and carers. We, at New River College, don't exclude pupils, if we do then it is a last resort and just to, we can prepare for the pupil ahead of their return to not have a repeat. Our behaviour system is more around De-escalation and restoration. Pupils have lots of opportunities to make right what went wrong.

Our school council is made up by one child from each class, which gives us a diverse group of pupils from across the school. Throughout the year everyone from each class will get the chance to sit on the school council. These children help make decisions that affect the school like picking the school sports kit, changing a meal on the menu or going back and having discussions about internet safety. These meetings are following a class council meeting where pupils will bring the views and ideas from their classes to the school council meeting, this is how we hear the voices of the pupils at our school. (School council notes) In addition, during our weekly celebration assembly on Fridays there are opportunities to share with the rest of the school what they really enjoyed in the last week and what or who they were





proud of last week.

In terms of accessibility, we are based on the ground floor with no stairs, so all parts of our school are accessible for all. Please, also check the school Accessibility Plan (uploaded). In line with faith, we as a school would make arrangements if a pupil, staff member and parent or carer needed a space to pray or practise while on site. As on our Equality and Diversity policy, we mention we are inclusive to all. (New-River-Equality-EDI-Policy). Pupils are also given time off for religious festivals such as Eid (Attendance Record - Eid & Accessibility Record - Religious Observance) to feel valued.

Finally, all children can see themselves represented within the school, our website (New River College - Welcome) and in our communications (Pride Month email).

Attached evidence:

- Pride Month email
- Reading resources email - Autism
- Persian Chicken Recipe
- NRC - Community Recipe Book
- Exit Cards - Staff Training - Feedback 9.1.23
- Primary Staff Survey 20.01.23
- Whole School Meetings Schedule
- Key Assembly Dates 2023-24
- Whole School Calendar Final
- NRC - EDI Policy Dec 2021
- School Council - notes 17.5.23
- Attendance Record - Religious Observance
- Attendance Record - Eid (Religious Observance)
- Achieving Racial Equality in Leadership - email
- EDI - Parents/Carers Questionnaire
- Accessibility Plan 2023





Section 2: Leadership and Management

2.6 Pupils and families who have English as an Additional Language have access to an appropriate level of support.

Currently we have 2 pupils with EAL. Whenever needed, interpreters are sourced to support parent/carers with meetings to discuss the progress of their child. If school information needs to be translated this is provided as needed.

Where any education takes place in the home, learning assistants are recruited that speak a child's home language. This is to aid communication with the family and helps develop rapport and build a closer relationship between the family and school.

The school promotes a positive attitude to multilingualism. Diversity is celebrated through the curriculum, assemblies, cultural opportunities such as trips, in books selected. See assembly on Day of languages. Pupils have access to Lexia Core 5 which builds reading comprehension skills. This is available to all pupils at home and school, and even if it was designed for all students, Lexia is a fantastic supplement to EAL and/or mainstream classes.

Some examples of the support this programme provides is:

- student-driven learning with individualised learning paths that are easily accessed by teachers
- an engaging interface that takes students on a journey around the world and functions as a game with challenges and rewards

Class teachers and learning assistants have access to the local authority training provision that includes CPD and support for pupils with EAL.

Given the small size of the school there are not staff who have specific responsibilities for EAL pupils. However, as outlined in the school policy staff have specific responsibilities around ensuring pupils with English as an additional language can access the curriculum and all aspects in the life of the school.

Classes are small (maximum 6) so learning support for each pupil is individualised.

The school work with a wide range of external agencies including CAMHs, educational Psychologists, speech and language therapists etc. Observations and recommendations are made and shared with teachers. These include advice and strategies in supporting EAL pupils further where needed.

The school has an EAL policy and we also make reference to the provision we have for EAL pupils. (See English as an additional Language (EAL) policy.





This includes an appendix with a toolkit of ideas to support teachers to differentiate well and enable pupils with EAL to fully access the curriculum. (See Appendix – EAL – Teacher Toolkit)

Last year, we had a pupil whose family spoke Somali at home and mum found it difficult to engage with professionals due to this. We began to use staff across our sites to come and interpret the language in these meetings, so she had a better understanding of what was being said and the decisions being made around her son. We in addition got his draft EHCP translated into Somali so she could access it and agree to the final plan. (See Translated EHCP.png)

Working with the wider network across the borough, we work closely with speech and language therapists that both work with our pupils at school and upskill staff here to work closely to support our pupils. (See Speech and Language Therapist email)

Attached evidence:

- Translated EHCP
- Speech and Language Therapist - email
- EAL Policy
- EAL Teacher Toolkit
- Day of Languages Assembly - Spring23





Section 2: Leadership and Management

2.7 The school listens to and conducts meaningful consultation with parents/carers, pupils and staff to identify equality issues and barriers to inclusion.

The school listens to and conducts meaningful consultation with parents/carers, pupils and staff to identify equality issues and barriers to inclusion

The school prides itself on working together with our community as it helps build the feeling of belonging. The school continues to consult with parents via our structured conversation meeting we have at the start of every term. (MERS Autumn 2023 & SC Timetable - Sept 2023) These are sometimes seen as the traditional parents/carers' evening, but we give the parents and carers a voice within them, questions are asked about how well parents/carers feel their child is supported as well as about progress of their children. We have an open door policy here and parents and carers can make appointments with SLT from primary to discuss issues, concerns or ideas. They also have the chance to discuss the issue of equality on the gate, as there is a rotation of staff parents have the opportunity to speak about any issues here and will be directed to arrange a meeting. (See Parents Views Record). In addition, 70% pupils have EHCPs so they need an annual review, this is another opportunity for pupils and parent and carers to have their voices heard.

Action plans are in place (Equality Policy Action Plan 22-23.pdf) to overcome barriers and issues. The action plan is informed via survey taken throughout the school year. (See EDI Parents/Carers Questionnaire and Meetings NRC 2022-23). These help us gain a clear understanding of parent/carers views.

Parents and carers are invited in for celebrations such as Black History Month assemblies and the King's Coronation (picture attached). Our aim is really to make the families feel part of our school community and show support to all our cultures and diversities. Coffee mornings here at NRC are a chance for parents to discuss with each other how their experiences are with their children and hear from other parents too. This helps parent not feel alone in their situation. (NCR Training Parents and Carers leaflet 2023 and Project Delivery Plan). Parents/carers are frequently asked to complete surveys to gain their views on how the school is running and any suggestions of change are looked at and integrated where possible.

Our parent governors attend both our full governor meetings as well as our strand meetings. Parent governors are linked to a strand of the school governing body such as finance and resources, teaching and learning and pupil and community. (GovernorHub)

We don't yet have parent led activities or events, but we do plan to implement these following discussions with parents at coffee mornings in the future.

The school conducts surveys with staff as well as gaining their feedback and views on equality through training sessions and consultation. For example, a full consultation was held with all staff around key strands of how well the





school implements its aims around equality, diversity and inclusion. Attached is the mini audit collated (see Staff Feedback Equality) that was gained through thorough staff consultation. Also attached is the equality questionnaire conducted with staff that was then used to inform our action plan and further training and support. See attached Staff Primary Equality and for the staff survey.

Due to pupils SEMH they do not manage surveys. We do have a survey - see attached pupil Survey. As an alternative we therefore use school council and our pupil Equality champions to gain pupils views. The equality champions are recognised through badges and rewards and work in their classes and school council to give feedback. See School council notes.

Attached evidence:

- MERS Autumn 2023
- SC (Structured Conversations) Timetable
- Parent views record
- EDI Policy
- King's Coronation Celebration with Parents/Carers
- NCR Training Parents/Carers Leaflet 2023
- Project Delivery Plan
- Meetings NRC 2022-23
- EDI Parents/Carers Questionnaire
- Governor Hub
- Staff Feedback 9.1.23
- Staff Feedback Equality
- Staff Primary Equality
- Staff Primary Consultation
- School Council Notes 16 June 2023





Section 2: Leadership and Management

2.8 Reasonable adjustments are made to enable disabled people to access to the physical environment of the school, the curriculum and information

The school has a SEN policy in place (see SEN policy), and majority of our pupils or have been diagnosed with SEND so we equip all staff with tools to support all of our pupils. Our SENCO is in constant communication with both the wider network across the borough but also support staff and teachers to make the school and curriculum accessible for all. (See Screenshot NRC SENCO Assistant Head). The school is also in the process of training another member of staff. Our current SENCO conducts accessibility planning for pupils with SEN at our school, and in addition secures extra funding to help us support our SEN pupils. (see Support request funding). Our SENCO is vital to requesting, writing and finalizing all EHCPs here, She is involved in setting meetings up with parents and inviting in professionals to observe pupils to help piece together the EHCP in addition via meetings, parents are consulted with to get their views and agree to the final EHCP. (See EHCP Review email). Our SENCO has got a EHCP translated into a family's home spoken language so a parent could be consulted correctly. (See Translated EHCP)

Our is on ground level with no stairs so all pupils and their families can access our school as everyone else can. (See School Map) Our SENCO works closely with staff to support differentiation; The SENCO is currently implementing a new scheme of work in literacy to allow pupils to access writing tasks and feel a sense of achievement. This has been a huge success as pupils are producing much more quantity and quality of work. (Talk for Writing Email). Along with this, the SENCO works closely with class teachers to support difficulties within the classroom alongside our education psychologist, to come up with strategies to support both the teacher and SEN pupils.

Teachers differentiate learning for pupils based on their needs and prior knowledge and skills. Learning assistants further support 1:1 and 2:1 to chunk up and scaffold tasks further where needed. See attached Medium term plan (MTP) showing planning for differentiation.

Each half term there is a training schedule published that includes training around meeting pupils SEND needs. See MERS Autumn 2 as an example where there is training in developing pupil independence, exploring the role of the LA, pupil focus, Boxhall profile and SENCO development. All are specifically focused on adaptive curriculum and pastoral approaches to meeting pupils SEND needs.

The teacher Handbook SEND and handbook on approaches to support EAL students are available for all staff to use on the shared area. This is attached.

Attached evidence:

- NRC - SEND Policy 2022
- NCR SENCO - Assistant Head





- Talk for Writing - email
- EHCP Review email
- Translated EHCP
- Support request - funding
- Accessibility Plan 2023
- Medium Term Plan
- Teacher Handbook SEND





Section 2: Leadership and Management

2.9 Admissions procedures are fair and equal; admissions data is analysed by different groups. Where relevant, steps are taken to reduce disparities.

New River College is a pupil referral unit with a specific admissions policy. See Admissions policy. The pupil intake at New River College is therefore different from mainstream schools and with specific criteria around pupil status and SEN (Special Educational Needs) .

Pupils are admitted to New River College Primary as follows:

Any Islington Resident (SEN or not) Permanently Excluded

If SEN consult with the school because the pupil has an EHCP (Education Health Care Plan)

A PRU to PRU transfer where a pupil moves to Islington from another local authority and was previously placed in a PRU.

Due to medical needs pupils can be referred to NRC (New River College) Medical

On a preventative placement where a school applies to the Securing Education board and where a pupil is at risk of permanent exclusion.

Anonymised admissions monitoring data is analysed by different groups. See attached NRC Primary Admissions data. This is shared with the Securing Education Board (SEB) at every meeting. Colleagues from schools, New River College, Multi-agency partners and the local authority attend, and any discrepancies can be raised for discussion and actioned at meetings.

Any school presenting a child to the Securing Education Board must present a compelling case for admission to New River College rather than stay at the school. The support the school has offered to any child is highly scrutinised and requests for places are rejected if it is felt the school needs to do more to support an individual pupil to succeed.

New River College automatically accepts pupils from other PRUs coming to Islington and pupils that are permanently excluded. Disparities in terms of these admissions are beyond the school. However, if there are concerns these can be raised in meetings with different stakeholders and networks to address.

Attached evidence:

- NRC Admissions Policy 2021
- NRC Primary Admissions Data





Section 2: Leadership and Management

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

The school is committed to equality, diversity and inclusion in recruitment, training and promotion. This is a key area in the school's Equality action plan. The setting aims to ensure the workforce, at all levels, reflect the diversity of Islington.

Recruitment and promotions data is analysed by different groups (see Appendix – Example – Anonymised ethnicity monitoring data). See also Primary staff by ethnicity data and staff by sex data that is attached. All staff complete an ethnic monitoring form on recruitment - See attached recruitment monitoring form. See attached Equal Opps form that all staff complete as part of the recruitment process and that includes all protected characteristics.

Recruitment processes actively seek applications from a diverse field. Adverts particularly welcome applications from those from a black and ethnic minority background (see Appendix example job adverts – Admin advert, Head of English Advert). The school adopt proven methods to mitigate against bias in the selection and interview process. For example, names are not provided when shortlisting candidates for interview. Questions are standardised and the same for all applicants. Responses are given a score. A range of activities during the interview process enable applicants to show strengths, knowledge, understanding and experience in different ways e.g., pupil interaction, creating documents or analysis, small group teaching and interview.

The school has a robust recruitment policy, with explicit mention of equalities diversity and inclusion. Our Recruitment and Selection Policy is under the Safer Recruitment Policy Appendix 15 page 69, 77. Its Islington's policy. Includes reference to the Equalities Act 2010 etc. (See Appendix – NRC Safer Recruitment Guidance September 2022)

The school has ensured existing staff are supported and encouraged to apply for promoted posts. All current middle and senior leadership posts in the school have been filled by staff internally promoted. This includes the Heads of Centre, HLTA and DSL, Equalities leads and the sports coordinator. When posts arise at New River College, staff are encouraged from all sites to apply. (See example email of posts currently advertised across sites).

Equality updates and discussion around the makeup of the governing body have been an ongoing item on full governing body meetings. The governing body has taken active steps to identify the processes for recruitment to the governing body and taken active steps to recruit more diversely. The next step in the equality action plan is for a further review of recruitment processes for staff particularly interview panels (See Equality Policy and action plan – submitted for other elements of the award). The school has introduced two equality leads to support the school in gaining accreditation via awards and audit the equality policies and views across the college. The Equality leads have an open door policy where staff can contact them for advice or guidance to help all with problems and issues in line with equality.





Attached evidence:

- Administrative Advert Aug2023
- Anonymised Ethnicity Monitoring Data
- Posts across NRC - email
- Head Of English Advert May23
- NRC Safer Recruitment Policy
- Primary Staff by Ethnicity
- Primary Staff by Sex
- Equal Monitoring Form





Section 2: Leadership and Management

2.11 The school assesses the impact of policies and measures on equalities, with regards to current and prospective pupils and parents/carers.

New River College Primary is a school where all pupils have SEN, and we have a therapeutic approach to everything we do. We take seriously the impact of our policies, and we do our best to make sure our policies work for equality. For example, all pupils are provided with a free uniform, and this is not means tested. This ensures that all pupils have the correct uniform without barriers. Similarly, we do not have sanctions for behaviour incidents. These are managed using a restorative process only. Homework and reading are set by teaching staff but use of encouragement and praise for completion is the only approach. This illustrates that our approach as a school to behaviour, home learning, uniform do ensure that barriers to participation are removed. Similarly, we ensure full access to school trips and extracurricular activities. Where parents/carers struggle to get their child to school, we refer to family support and support applications to the SEN team for assisted travel.

Nevertheless, where policies are reviewed and amended and decisions made, the school carefully assesses their potential impact on equality. The school is very aware of the need to consider fully equality implications when developing policies and reviewing them regularly with equality in mind. This is to ensure that new policies or measures do not present barriers to participation or disadvantage for current and prospective pupils and parent/carers of any protected groups.

The school follows the EEF (Education Endowment Foundation) Good Practice guide to implementation of new policy. Within the Explore element, there is careful consideration of any potential impacts of individuals or groups. (See Appendix - Foundations for good implementation)

Parents/carers are consulted on an individual level and through coffee mornings, letters, meetings etc. about any changes for their child. In addition to termly structured conversations, there is a new offer of Progress meetings each term also. Both aim to enable children and families to discuss all aspects of school and support offered. Any issues raised are used to support amendments more widely in the interests of pupils and their families.

Staff have opportunities to raise any impacts of school policy and decision-making in many ways. Every day there are briefings and debriefs where staff can raise concerns or issues affecting themselves, their pupils, or families. Reflective practice sessions every three weeks are also provided for staff to reflect on issues at work. Every member of staff has a weekly 1:1 meeting for support and supervision where the impact of any policy or decision can be discussed.

If a policy, curriculum, or pastoral change is made these are accompanied by training sessions that include feedback, consultation and participation around the intent and approaches.





While the school does not use an official form, the context of all decisions made is at the heart of what we do as an inclusive school. Having staff in the promoted roles of equality leads supports this process as they are key in both assessing the potential impact of any change as well as being available to pupils, staff, and parent/carers to raise their views.

In addition to school and class council, pupils are also elected as Equality Champions, which further reinforces pupil voice in any school changes and how it may affect them.

One example of where the school took on feedback from pupils and staff in terms of policy development and protected characteristics was our uniform policy. Staff identified that our uniform policy was not gender neutral. They suggested removing the faces of children so that the uniform would not be gender specific and that the policy clearly state pupils could choose from the items what to wear. See attached old (UNiform letter 2021) and new updated (Uniform letter - Induction) versions of the uniform policy.

In the future, we plan to use an Equality Impact Assessment (attached) to assess equality in any change we introduce in our policies.

Attached evidence:

- Foundations for Good Implementation
- EqualiTeach - Equality Impact Assessment Guidance
- EqualiTeach - Equality Impact Assessment Example
- Uniform Letter - Induction
- Uniform Letter 2021





Section 2: Leadership and Management

2.12 The school has an inclusive uniform policy

New River College currently has a school uniform, which all children are encouraged and supported to wear. Children on entry are given three sets of uniform by the school for several reasons, one due to children and families not having a real choice about attending our school due to exclusions and two due to the financial burden this can have on families, we don't want this to be a barrier. We do mention about wearing school uniform in both the home school agreement and in our induction packs. Getting free uniform doesn't involve any means testing, and children here are not sanctioned for not wearing appropriate uniform, but it is celebrated if they do wear it, which means it is not involved in our behavior policy.

We celebrate and encourage children to wear clothing or garments that uphold religious beliefs and values.

We in the future will hold consultations with parents about the uniform to see if they have any ideas to help them manage better and support any concerns or queries.

Attached evidence:

- Uniform Letter





Section 3: Personal Development of Pupils

- 3.1 Young people have the opportunity to explore concepts of prejudice, discrimination, exclusion and human rights injustices with reference to local national and international affairs
- 3.2 Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all pupils. (*secondary only*)
- 3.3 Pupils are encouraged to develop an awareness of and pride in their own identities as well as empathy and insight into the lives of experiences of people from different backgrounds.
- 3.4 The school promotes shared values and a sense of community
- 3.5 Pupils are encouraged to become active citizens and play an active part in their community.
- 3.6 PSHE provision, including Relationships and Sex Education (RSE), is robust, considered and applicable to the issues in the local area
- 3.7 Pupils know how to keep themselves safe from relevant risks, such as exploitation and extremism.





Section 3: Personal Development of Pupils

3.1 Young people have the opportunity to explore concepts of prejudice, discrimination, exclusion and human rights injustices with reference to local national and international affairs

Our school prides itself in aiming to be inclusive for all, so allowing pupils to have a range of experiences and expose them to all differences is important. We celebrate several events to raise awareness and learn to embrace difference. (See the Cultural Calendar) This last academic year for LGBTQ+ week pupils made a pride celebration cake, all classes learnt about what each colour represents and made a layer of the cake. Once all cakes were made, the cake was put together. Pictures were published in the school newsletter. Spring Term 2023 HT 3 Newsletter.pdf (newrivercollege.co.uk)

We promote anti-bullying throughout the school year through PSHE lessons, assemblies, questioning in class council alongside celebrating the week. We have posters up around school encouraging the importance around us aiming to make our school a safe place. (See Safe Space poster)

For National Nurse's Day we looked at Mary Seacole and her role within the war and had sessions in classes about why she was such a significant nurse.

We give pupils opportunities to explore a range of cultures, one way we do this is through cooking sessions. We have pupils from many different ethnicities and cultural backgrounds. We aim to celebrate these by children going home or at school researching foods from either their family heritage or foods that the pupils are really interested in. Once the research has taken place the class teacher will plan a week that the class can prepare and cook the food of choice. Once the food has been cooked, we take pictures of the pupils cooking, print the recipe and add it to 'Our community culture recipe book' (See images of our 'Community culture recipe book').

In addition, while we are cooking, we play music from those destinations to set that culture environment. We believe exposing pupils to other cultures and continuing to aim to have a safe space (See pupil safe space poster) we allow pupils to explore these concepts of prejudice and discrimination.

Due to us being on our journey we have invested in a range of resources to help us explore numerous concepts of equality. We have been in communication with organisations such as 'The Black Curriculum' to help point us in the direction of appropriate resource to embed in our curriculum offer to help pupils explore different cultures from around the world in line with discrimination. We have researched and then purchased books such as Amazing Africa. During a conversation at lunch time, a pupil spoke about everyone in Africa being poor, and children having flies on their face. This gave a staff member the opportunity to have a safe conversation to help explore this further. After the discussion the staff member thought it was a good idea to research some books that would help paint the continent in a better light. (See Books Example)





Assemblies are a really important sharing space where people enjoy hearing about many different topics. (See the Cultural Calendar) In addition, during snack time, pupils in class get the opportunity to watch Newsround. This is a chance for pupils to see what is going on around the world. This also gives pupils a chance to discuss some of the raised topics. (See class timetable)

Our PSHE/RSE curriculum gives the pupils frequent opportunities to explore topics such as injustice, discrimination and human rights. It gives pupils times to discuss views and have a broader and empathetic view on the ever-changing world. (See Year A and B Curriculum map for PSHE and Stereotypes, Discrimination and Prejudice)

Alongside our curriculum things such as Newsround and our assemblies help support the importance of exploring these topics. Within our hall a fame assembly we have a section called equality champions. This is where we celebrate pupils that have been respectful of others who are different from themselves. Also, if they have challenged any discrimination or prejudice like behaviours around school they may hear or see. These pupils are celebrated and rewarded for their efforts. (See Equalities Champion).

In terms of Human rights and injustice, pupils explore this through our reflections, these are in line with our behaviour policy. Our policy is based around three core elements: Celebration, de-escalation and Restoration, which is what element the reflections fall in to. Once we discuss what happened, how they and the other people involved felt at the time, who and how others were affected and how could they repair what's happened. This to teach our pupils how to resolve or restore when conflict has happened. We believe as a staff team we are continuing to upskill around equality and be able to facilitate conversations, have good responses to comments to support our pupils but it is just as important for professionals to come in and work with our pupils in addition to the work we are putting in.

We have worked with EqualiTeach to come in and work with our pupils and educate them around equality. This has been done via workshop which pupils really enjoyed and helped us on the journey. All of these would be difficult for our KS1 pupil to understand so we help them have these discussions through art and topic lessons. We in line with the national curriculum give them the opportunities to explore these through learning and also their classroom environment. (See Twinkle images, skin tone pencils & I can talk about skin tones activity).

Attached evidence:

- Year A and B Curriculum Progression Map
- Stereotypes, Discrimination & Prejudice
- Safe Space - 9 protected characteristics
- Africa - Country by Country
- Books example
- Skin Tone Pencils
- I can talk about skin tones - activity
- Equality Champions
- Cultural Calendar - Assemblies





- LGBTQ+ Cake
- LGBT History Week
- LGBT Flag - Colours Meaning





Section 3: Personal Development of Pupils

3.2 Subject options, careers advice and work experience placements reflect high expectations and equality of opportunity for all pupils. (*secondary only*)





Section 3: Personal Development of Pupils

3.3 Pupils are encouraged to develop an awareness of and pride in their own identities as well as empathy and insight into the lives of experiences of people from different backgrounds.

Pupils are given continual opportunities to interact with members of their local community. We feel this is very important so feel as they are valued members of their community.

Many pupils at New River College have been permanently excluded from school. This can have the impact of pupils feeling more disconnected to their local community and have a sense of rejection from their previous school. Supporting pupils to be reconnected with their previous school and part of their community is an important priority for staff at New River College.

Our school takes pupils to sports competitions to compete against other local schools this is sometimes against their parent schools. Often, it's a great time to show their old staff members and classmates how much they have progressed and model their positive attributes to the local community. <https://newrivercollege.co.uk/news/19/46/School-Games-Award-Silver>

In addition to sports tournaments, pupils attend science taster days and visit gardens or allotments that belong to our local schools. This is an opportunity for our pupils to again interact and learn from other pupils that are part of the local community. Opportunities such as these, really give a social interaction we can't replicate within our school, which emphasizes the importance of it all.

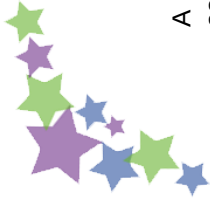
Apart for these opportunities to be exposed to diverse people, pupils have the chance to explore both identity and empathy through hall of fame assemblies on Fridays where we start the assembly by asking pupils who or what they are proud of from the last week. Pupils have the chance to tell the school who or what they are proud of from the last week. Pupils often speak about other pupils that played together with them from the last week, or if they were helped by other pupils. In addition, staff also get the opportunity to share who they are proud of too, which really boosts the pupil's self-esteem.

Within workshops we have had them regularly, such as the safety and citizen LTM delivered by Transport for London/TFL where pupils explore identity through being a valuable member of their community and how to be a role model. Pupils unpicked correct and incorrect ways to conduct themselves while out and about. They discussed using transport and what consequences could look like, this also touched on empathy. We will continue to have these sorts of workshops to continue to develop pupils ongoing life skills. (See TFL session Picture & Email)

As part of our mentoring programme pupils explore and share their ideas about their own identity. See attached examples of pupils work e.g., Pieces of me, All about me and how sensitive and I.

The PSHE curriculum includes a series of lessons on identity as well as feeling for different age groups - See attached





A and B curriculum map. Teachers use the Islington Scheme and resources as well as resources from PSHE association. Attached are some example lessons teachers use to deliver learning around identity and empathy. See You, Me - PSHE lessons and Reflection on Biases.

Attached evidence:

- TfL Confirmation email
- TfL pic
- Year A and B Curriculum Progression Map
- Reflection on biases because of difference 1
- Reflection on biases because of difference 2
- Reflection on biases because of difference 3
- How sensitive I am?
- You Me PSHE - Yearly Map
- Cultural Calendar Assemblies





Section 3: Personal Development of Pupils

3.4 The school promotes shared values and a sense of community

Our school values statement is on the website <https://newrivercollege.co.uk/about-us/key-information/vision-ethos> as well as a clear intent around fundamental British value <https://newrivercollege.co.uk/about-us/key-information/british-values>

Our core values here at New River College are based around five key elements: Inspire, opportunity, support, respect and challenge. All adults have this in mind when supporting our pupils. These values are displayed all around the school, from classrooms to the staff room, these are visual prompts for staff and pupils. (See Core values & mission statement).

All pupils have several role models around the school, all pupils will have the opportunity to learn and have the support to do so. All pupils will be respected and are expected to respect others, and staff will challenge pupils. This mission statement and version of the core values started to be created in autumn 1 2022. This involved a consultation period which involved ELT (Executive leadership team), SLT (Senior leadership team) and CLT members (College leadership team). All involved discussed what the role of New River College was for our community and all pupils that came here and furthermore what was our view for them in the future. That is where the statement "New River, new start, in the now and beyond"

We at New River College have the fundamental British values intertwined within our school's core values and mission statement. Staff contribute to the promotion of the British value by adhering to the school's culture, ethos and most importantly the five core elements. Staff believe there is no boundaries to working with pupils here. All pupils will get the support they will need as a individual. Our jubilee previously and recent coronation celebrations were a testament to the embracing everyone faiths, beliefs and culture.

New River College have two approachable, knowledgeable and hard-working equality leads who implement education for both the pupils and staff. We use pupils voice from class and school council to establish the views on our values. We use aids such as Newsround and the PSHE curriculum to do this. In addition, we refer to these during interventions such as reflections and fix ups, when they take place.

The school's commitment to equality is seen in the latest June 2023 Ofsted report which states,

"Pupils are proud to take on positions of responsibility. 'Equality and diversity pupil ambassadors' talked about their work, which includes encouraging others to be nice to each other, especially if there is ever any rare incident of unkindness".

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One of the teachers Jade Masterson is the PSHE lead and supports all staff with delivering Personal, social and health education that includes work on values. (See Year A and B curriculum progression map page 2 PSHE curriculum). Staff are provided with training every half term in delivering PSHE that tackles issues of identity and values including British values. Moreover, our Citizenship Policy on a page also identifies how we deliver values education through assemblies and PSHE. See attached Citizenship Policy on a page.

In terms of upholding British Values our assemblies are planned using the cultural calendar. See attached Cultural Calendar 2023-24. Our PSHE curriculum includes lessons on fundamental British values - See attached example lesson.

Our website explains how the school underpins British values New River College - British values

Equality, diversity and British Values

At New River College, we actively promote positive and inclusive values. These include:

democracy
the rule of law
individual liberty
mutual respect
tolerance of different cultures and religions.

Our school reflects these values in all that we do. We nurture our pupils on their journey through life to become caring, responsible and tolerant adults who make a positive difference to their community and to the wider world. We encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, our local community and beyond.

Our ethos reflects these values. We place great emphasis on building positive relationships in school, among pupils, and between staff and pupils. These values are embedded into school life through our curriculum (see Citizenship Policy), rewards, assemblies, RHSE lessons, student councils and daily work with pupils on their personal development, as our RSHE policy shows:

"Teaching of PSHE and RSE through a planned programme with learning which is appropriate to children's ages, abilities and stages of development is key to ensuring we "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life"(Education Act 2002). The curriculum will be built to respond to the personal needs and questions of the pupils at New River College. It will recognise safe boundaries, promote core





values and maintain the ethos of the school through teaching."

Promoting equality and diversity across all New River College's schools and services is one of our key strategic priorities. We are working towards the Equalities Award that has been designed by a team of equality and education experts and we are committed to:

eliminating discrimination, advancing equality of opportunity and fostering good relations (Equality Act 2010)

promoting community cohesion (Education and Inspections Act 2006)

preventing people from being drawn into terrorism (Counter Terrorism and Security Act 2015)

safeguarding children and promoting their spiritual moral, social and cultural development (Education Act 2002).

A teacher at Primary with further responsibilities on PSHE is responsible for supporting teachers and curriculum development in SMSC and PSHE that includes values education and teaching of fundamental British values.

See attached staff training materials on fundamental British values that was provided internally for all staff at the school. The activities at the end were used for discussion only for teachers to reflect on when completing their own planning. In addition, all staff attend PREVENT training every year as part of the package of safeguarding training. See attached email for all staff with links and deadline to complete PREVENT training.

All staff provide learning opportunities and individualised feedback and rewards for pupils around meeting their personal development targets (PDTs). The PDTs embed values most explicitly respect and tolerance but also within regulating own behaviours and relationships and communication. Teaching staff work with pupils throughout the day to support them to recognise and develop to meet these personal development areas. The member of staff responsible for pupils personal development is Carl Keegan, Co-Head of Centre. At the end of every week all students complete a weekly report that includes reflection on how well they have done towards their own personal development targets. These are sent home for parents.

Where incidents happen between pupils the schools restorative approach facilitates reflections that enable pupils to consider values of respect, to have empathy for how others were feeling in that situation as well as themselves and, to treat others equally. Depending on the situation, they provide opportunities to reflect on what values are important including keeping yourself and others safe and healthy and respecting the environment.

Attached evidence:

- School Values Poster
- School Values Poster 2
- Mission Statement Poster
- Year A and B Curriculum Progression Map





- Citizenship Policy
- Cultural Calendar 2023-24
- British Values - Training
- British Values - example of lesson
- Prevent Training - email and links
- Embedding Respect





Section 3: Personal Development of Pupils

3.5 Pupils are encouraged to become active citizens and play an active part in their community.

At the start of the year each class gets the opportunity to elect a class councillor to represent the class in school council on a weekly basis. Topics we discuss are around the running of the school, equality issues, online safety and a pupils have a chance to add any other business. Pupils nominate themselves and must put together a manifesto to present to the class, then the class will vote for who they believe should represent the class. (See school council notes) In the future as early as academic year 2023/24 autumn term we are planning for the elected school councillors to have a visit down to the houses of parliament to see where all the countries major decisions are made.

In terms of charitable work within school, we aim to help pupils understand the importance of giving to charity. This can be financially or just giving up your time to help. We allow pupils to do this in many ways. One way we have shown this is through the engagement during days such as Children in need (See Children in need letter). We have challenges for pupils to complete to help them raise money for charity. This also allows them to give up their time for a charitable cause. In addition to this, we have a strong link with our local farm freightliners, where we often go to help them 'Muck out' and feed the animals, this is another way we feel the pupils give back to our local community.

In the new academic year, we will be introducing a playtime leader, this will be an opportunity for a pupil to support children and playtime, be a role model and help set up and tidy up at the beginning and end of playtimes. Giving pupils responsibility will really benefit their self-esteem and further embed their sense of being part of the school's community.

Caring for the environment and others as an active citizen runs through the curriculum in different subjects (See Hudson class Yearly overview)

Attached evidence:

- School Council Notes 12.5.23
- School Council Notes 24.5.23
- Children in Need 2022 Letter
- Hudson Class - Yearly Overview





Section 3: Personal Development of Pupils

3.6 PSHE provision, including Relationships and Sex Education (RSE), is robust, considered and applicable to the issues in the local area

The school has a robust RSHE policy that was developed in line with the statutory framework and in consultation with all stakeholders. (See PSHE Policy and statement).

New River college Primary PRU have a teacher who leads and supports teachers to deliver an excellent PSHE curriculum. The school is part of the PSHE Association and Jade Masterson, our school lead for the PSHE curriculum, accesses training with the local authority. (See Year A and B Curriculum progression map). All teachers that teach PSHE are fully qualified, and training and support is provided for the team by Jade. Training sessions are offered (see example in MERS) as well as collaborative planning.

Our RSHE programme is inclusive of LGBTQ+ pupils and young people are given a comprehensive understanding of a variety of equality and diversity issues. (See plan for lessons on Stereotypes, discrimination and prejudice including homophobia).

Alongside our Heads of Centre, Jade put together an overview for all teachers to follow for a school academic year. In line with this and our core values, we have a vigorous PSHE policy that is reviewed on a yearly basis to ensure the school and its policy is up to date with our ever-changing communities.

With the help and support from consultations with parents and carers, we believe that all parts of our community are involved in the school's ethos and part of our community which builds a sense of belonging. Our aim within our core values is to educate and support all pupils to learn, provide a safe, nurturing and supportive environment, making sure all pupils have the skills to return to mainstream education or to their next steps within learning and working in partnership with others, especially Islington schools.

Pupils get the opportunity to take part positively, confidently and appropriately in discussions about a variety of subjects including making real life choices and decisions. During their PSHE education, we aim for high quality visits and visitors to provide further enrichment to the curriculum and the children will be able to show acceptance towards others, showing courtesy, tolerance, respect and kindness both in lessons and visits.

Our RSE is delivered within our school timetable and is delivered by trained teachers who plan and deliver high quality and interactive lessons. RSE session allow our pupils to have safe and open conversations as well as educating them on the way of the work and their local community. We aim to use empathy to help pupils gain an understanding and change some stereotypical views so they can pass on their knowledge into their communities. (See examples of pupil's work) RSE here at New River College is very inclusive of LGBT+ and disabilities, it is very important to make sure that we are inclusive of all and furthermore all feel included. We do this by making sure images reflect both.





All teachers at NRC are fully qualified teachers and have had specific training through ITT initial teacher training and through New River College training on delivering relationships and sex education. Attached is our PSHE policy.

Attached evidence:

- Stereotypes, discrimination & prejudice
- MERS Spring 2 2023 - PSHE CPD
- Special Day - Diversity
- PSHE Training Autumn Presentation
- PSHE Curriculum Outline
- Silver Audit Document - Teaching & Learning
- Year A and B Curriculum Progression Map
- PSHE Policy





Section 3: Personal Development of Pupils

3.7 Pupils know how to keep themselves safe from relevant risks, such as exploitation and extremism.

The attached Child protection policy is the school safeguarding policy. The Designated Safeguarding Team are detailed in the policy with a clear procedure for staff in case they are concerned for a child.

On entry to NRC comprehensive pupil information is provided including risk assessment so that staff are aware of any risk factors for the pupil. This helps ensure awareness and continuity of support. Our pastoral system is underpinned with a restorative approach. This helps facilitate open discussion around any issues around pupils keeping themselves and others safe. Strong relationships are built with families who get feedback daily when they pick their children up from school or by phone or meetings. Every three weeks there is a Team around the school that includes the full multi-disciplinary team (E.g., CAMHS, EPS, family support team, Music therapist, Speech and Language, SEN keyworker, outreach etc) and any issues of pupil vulnerability is shared and actions to support agreed. As nearly all pupils have EHCPs or are under assessment they have specific goals and outcomes relating to their independence and safety. These are carefully monitored and where needed specific actions form part of their individual support plan. Personal development targets are also set and where needed would be around own behaviours and responsible decision making. See PDT targets. Where pupils need it a Team around the child or professionals meeting is called so actions to support the child and/or family are put in place.

The school has its own family support team who will help support parents and children where needed with targeted work to know how to keep safe from risk including exploitation and extremism. Where children have a dedicated therapist work they will be alerted to any issues relating to the pupils risk factors.

CPOMS is used for safeguarding and all issues are recorded. This ensures a complete and up to date chronology of any risk concerns for every child. Whether a staff overhears or sees something or, has a disclosure it is recorded. This provides for picture to be built up of any risks to the child, their needs and actions taken.

With how technology is frequently changing and becoming more difficult to navigate, it is very important that our pupils are up skilled in how to manage it. We remind pupils through posters in classrooms and around the school (Staying Safe Online Posters 1 & 2). Pupils learn the importance of being safe online and offline through open discussions and PSHE lessons. This is stated on our PSHE narrative, (See PSHE Curriculum Narrative) and also on our year A and B curriculum maps (See Year A and B Curriculum Progression Map).

Pupils are taught about what to do if they or a person they know needs help. This is through posters (see attached photos) as well as PSHE lessons. See Year 5 Making safer choices lesson and plan attached.

To support our open discussions, we watch Newsround who frequently discuss many of these topics and talk about how to stay safe, and these conversations are also supported by staff (Zambezi Class timetable). Pupils are taught to





be critical and consider sources of information and the dangers of fake news. This is discussed in newsround sessions and in specific lessons. See attached PSHE lesson Fake News Power point and resource - Analysing fake news.

Due to the size of our school, pupils have great relationships with staff and know that they can speak to staff about any worries or concerns. Due to pupils feeling safe here, incidents arise and we support pupils and families to address them.

Class and school council meetings all have questions from the borough's 'digsafe' campaign (See DigiSafe-Daily-Day-23) this gives us a clear opportunity to discuss such topics and give them correct information or guidance in line with keeping safe online or even in public. (See class council mins 25.4.23)

All staff are trained in Prevent yearly to identify the signs of radicalisation (Prevent Duty Certificate). This will support keeping children safe in line with this.

All safeguarding procedures and policies help guide staff and in addition KCSIE serves the same purpose.(see NRC Child Protection Policy Sep22).

Attached evidence:

- NRC Child Protection Policy including Safeguarding
- Prevent Duty - Certificate
- Class Council Minutes - Online Safety 25.4.23
- Zambezi Class Timetable
- Year A & B Curriculum Progression Map
- Staying Safe Online Posters
- Staying Safe Online Posters2
- DigiSafe Daily
- Yr 5 Making Safer Choices - LOs
- Yr 5 Making Safer Choices - lesson material
- PSHE lesson - Fake News
- PSHE lesson - Analysing Fake News
- PDT Targets





Section 4: Teaching and Learning

- 4.1 All curriculum design and implementation is inclusive of people of different ethnicities.
- 4.2 All curriculum design and implementation is inclusive of people of different religions.
- 4.3 All curriculum design and implementation is inclusive of people of different sexual orientations.
- 4.4 All curriculum design and implementation is inclusive of people of different genders, including transgender people.
- 4.5 All curriculum design and implementation is inclusive of disabled people.





Section 4: Teaching and Learning

4.1 All curriculum design and implementation is inclusive of people of different ethnicities.

The school has a broad and balanced curriculum plan that is designed to be inclusive of people of different ethnicities. Following on from the Black curriculum training, teachers and learning assistants have developed school displays that showcase people from different ethnic groups. (See photos of displays). In curriculum planning teachers use themes that are inclusive such as 'My world and beyond' with the key text "One plastic bag", the theme "All about me" and the key book Grace and Family.

Another topic is 'Let's celebrate with the key text "The proudest Blue – Ibtihaj Muhammad"'. See Curriculum Overviews attached.

Teachers are continually developing the curriculum to use resources which showcase people from a wide variety of different ethnic backgrounds which break stereotypes e.g., by using core books which have been chosen to have a range of different cultures, e.g., WW2, 'Was everyone white during WW2?' by Walter Toll. And they have been working to make it inclusive of all ethnicities which the Black Curriculum (as per below) has supported widely.

Teachers are aware and respectful of cultural differences amongst pupils. Within units of work teachers ensure the children's own cultural background is drawn on and included at every opportunity. For example, in 'Cat in the Hat' class cooking lessons have included recipes from all the children's chosen heritage and they created their class recipe book. (See pictures and recipe book)

School staff formed a Black Lives Matter group (BLM) in the summer term 2020. This has continued as part of the structure of meetings at Primary every two weeks. Within these meetings, staff have reflected on the curriculum and inclusion for people of different ethnicities. (See MERS Autumn 1 2023)

The Equality leads attended training entitled "The Black Curriculum" in January 2022. The equality leads fed back to all staff ideas for how displays are used, how we implement the black curriculum (e.g., within reading time, within cooking etc.) and choice of topics and resources. (See email of training and documents on the Black curriculum).

Four children across the school are selected as 'Equality champions' each half term. See Ofsted report June 2023 for comment. 10255533 - New River College Primary - 100388 Final PDF.pdf Pupil equality champions have been able to speak to a range of school visitors about their work that is having an impact on pupils' personal development around all equality issues. Staff training June 2023 included an update with pupil's voice around being equality champions.

Classes have chosen class names within the last two years that represent great black athletes including class names Kadeena Cox, Sterling, Marcus Rashford. Our weekly Hall of fame assemblies include an item on equalities. Each week a circle naming a characteristic is selected for whole school discussion and pupils are asked to talk about a scenario or talk about stereotypes of prejudice that may come up about the chosen characteristic. Discussion is also





prompted around how the school can celebrate and include people with this characteristic / identity to make the school a safe space for all. See attached hall of fame slide.

To support staff the Equality leads aim to share Equaliteach terminology on Race with all staff. See attached terminology handout which include Race and Ethnicity from page 2 to 5.

Pupils respond very well to our curriculum that is inclusive of people of different ethnicities and have strong relationships and attachment with our diverse staff team. However, unfortunately, use of racist language by pupils is an issue that New River College Primary have to address on a regular basis. The cohort of pupils and their SEMH needs means they are almost all very impulsive, are immature both in terms of really understanding what they are saying and, the impact of their words. The pupils also pick up on the negativity around any words they hear and might use them to avoid work or the demands of school and social interaction. Staff ensure that any incident of the use of racist language is challenged. This challenge is always direct in the moment or if needed immediately once a pupil has become regulated enough to be able to comprehend what has happened and what has been said. Parents are always informed and incidents recorded on CPOMS which we use for safeguarding and behaviour incidents to keep a clear chronology of incidents and actions taken. Where needed children's social care are informed. A range of approaches are taken including restorative meetings, meetings with parents, classroom activities, mentoring, social stories and even loss of opportunity for a reward trips. If these do not work, a team around the child meeting is used with multi agency partners to find other ways to address the issue.

In addition to the academic curriculum, pupils work towards personal development targets - See attached PDT targets. Pupils are assigned targets to work towards and every time they show they are meeting these they are ticked off in class and achieve tokens they can use to gain reward items (these are chosen by pupils and the cost depends on the tokens achieved for academic and personal development tokens). Therefore, as part of the dialogue with pupils throughout the day teaching staff reference these targets. This includes respecting others faiths and cultures and so this is embedded in teaching and learning.

Due to the complex needs of pupils and the consequent higher level of racist language that takes place the school would like to work with Equaliteach further to explore whole school approaches to behaviour, curriculum and policy.

Attached evidence:

- Achieving Racial Equality in Leadership Conference Attendance
- The Black Curriculum - 1st Training email
- The Black Curriculum - CPD for teachers email
- Yearly Curriculum Overview - Cat in the Hat Class
- Cultural Calendar - Assemblies
- Yearly Curriculum Overview - Hogarth Class
- Our Community Culture Recipe Book
- Activity Book 1





- Activity Book 2
- Maths activities - ethnic representation in resources
- Maths activities - ethnic representation in resources
- Safe Space - Protected Characteristics
- MERS Schedule Autumn 1 2023
- PDT Targets
- Diverse Books - examples
- EqualTeach Handout- Terminology
- Hall of Fame





Section 4: Teaching and Learning

4.2 All curriculum design and implementation is inclusive of people of different religions.

New River College Primary is home to a range of religions, cultures, and nationalities, each celebrated for their diversity. Our aim is to create an inclusive environment for all our pupils and staff. As a school, we believe that providing opportunities to celebrate each other's diversity is key. RE is taught through assemblies which all pupils are present for. Whatever their family background, personal beliefs, or practices are, at New River College Primary, we are inclusive of different religions.

Curriculum planning is inclusive of people of different religions. The attached curriculum overview from Hudson class shows the different religions pupils learn about. Rosh Hashanah/Black History Month Guy Fawkes Night/Remembrance Day/Diwali/Hanukkah /Christmas Martin Luther King Day/Chinese New Year/Shrove Tuesday Holi/Ramadan/Easter/Eid Al-Fitr Shavuot/Pride Month/Windrush Day Asalha Puja/.

Religious festivals such as Diwali, Christmas, and Easter are celebrated, cooking lessons are also inclusive of food from diverse cultures and religions. (See cultural calendar and Hudson - Yearly Overview). We are inclusive of religious celebrations by celebrating a number of them at school and also allowing time off for pupils from school to celebrate with their families. (See Register Religious Observance 1 and 2). On parent request pupils from all religions are authorised for religious observance and space is available for pupils for prayer if requested. The school includes a number of small 1:1 rooms that can be booked for religious observance from staff and pupils.

Teachers know about and understand a range of religions and worldviews, so they can describe, explain, and analyse beliefs and practices as well as, appreciate, express ideas and insight about the nature, and impact of diverse ways of life which can then create a discussion within a safe space. It helps pupils comprehend that not everyone feels the same as them but teaches them to see other people's points of view. It gives them an understanding of why people think and behave differently and how that impacts society. (See All-about-ramadan-presentation, and cultural books displayed around the classrooms -Diverse Books-).

Curriculum planning and design is inclusive of people of different religions. Teachers use inclusive language when discussing issues around religion as they have been trained by Equaliteach. In Upper Key Stage 2, the pupils are looking at unconscious bias, and stereotypes that are formed of people and how it can be linked to prejudice and discrimination. (See Stereotypes, Discrimination & Prejudice for UKS2). At New River College we do not have medium term plans (MTPS) in regard to RE as a discrete subject. However, teachers plan in class assemblies using the school's cultural calendar. Pupils are taught about different cultures and religions in PSHE. See MTP snip.

In our weekly Hall of Fame assembly there is a dedicated item on equalities. Each week a circle naming a characteristic is selected for whole school discussion and pupils are asked to talk about a scenario or talk about stereotypes or prejudice that may come up about the chosen characteristic. Discussion is also prompted around how





the school can celebrate and include people with this characteristic / identity to make the school a safe space for all.
See attached hall of fame slide.

In response of our audit, teachers are now sourcing a range of texts to use across the curriculum which are inclusive of people of different religions. (See All About Ramadan-presentation). Teachers use resources and examples such as Newsround which is watched daily by our pupils. Newsround is a television programme for children which talks about the news and give information about things that are taking place local and national. As the target audience are 6-12 years old, the stories and language used within the bulletins reflect that, and it also highlights people from a wide variety of different religions, starting a discussion depending on the topic. Children are also quizzed after watching Newsround to showcase what they have learnt. This is a speaking and listening activity, but we sometimes give children worksheets linked to the topic. (See Ramadan worksheet)

Teachers use a variety of resources which aim to challenge stereotypes and do not use resources that reinforce stereotypes. See resources attached including careers resources, pictures of famous women leaders of Pakistan and the lesson power point on diverse types of families that challenges stereotypes and works across different ethnicities and religions. The EqualTeach terminology guidance has been shared and is also available to all staff on the shared area to support them with inclusive language.

Attached evidence:

- Hudson Class - Yearly Overview
- Stereotyping UKS2 Activity Worksheet
- Year 5 - Stereotypes, Discrimination and Prejudice 1
- Year 5 - Stereotypes, Discrimination and Prejudice 2
- Year 4 - Stereotypes, Discrimination and Prejudice Worksheet
- Diverse Books - examples
- Cultural Calendar 2023-24 - Assemblies
- All About Ramadan Presentation
- MTP Snip
- Ramadan worksheet
- Register - Religious Observance
- Register - Religious Observance (Eid)
- Pupil Worksheets
- All Types of Family
- People who help us - pictures
- Hall of Fame
- EqualTeach Handout - Terminology





Section 4: Teaching and Learning

4.3 All curriculum design and implementation is inclusive of people of different sexual orientations.

Our aim here at New River College primary is to allowing people to have an inclusive view of the world and in order to do this, we have to create a space where pupils feel comfortable and safe to have these discussions. To create this space, we act as role-models and we make sure we create opportunities to celebrate every one disregarding any core aspect of their identity.

Regarding sexual orientation, we, as a school, promote a safe and inclusive environment with activities and events such as: we created a pride cake, each class made a different coloured layer to contribute to the end cake. Each class learned about what their classes colour stood for, this whole school activity was in line with LGBTQ+ history week. This provoked conversations awareness to the LGBTQ+ community and also the conversations were in safe environments too. (See Pride cake image & email). See also lesson on Pride on the teachers shared area to use during this time.

We have a range of literature and resources to support these conversations and create awareness to different sexual orientations, such as the book "My Family". The books show diverse families and they really help our students visualise what they look like to which support the conversations. These open conversations take place many times during a school day such as at lunch time or after Newsround where pupils discuss what they have just watched on the children news show.

In our Hall of Fame assembly each week a circle naming a characteristic is selected for whole school discussion. Pupils are asked to talk about a scenario or talk about stereotypes or prejudice that may come up about the chosen characteristic. Discussion is also prompted around how the school can celebrate and include people with this characteristic / identity to make the school a safe space for all. See attached Hall of Fame slide.

Our staff have also had sessions with Educate and Celebrate, the work throughout the year has contributed to us gaining a bronze award. These sessions have supported staff in these open conversations with pupils around sexual orientation. (See Educate and celebrate bronze award). The key areas for learning were around use of language (also a handout from Equaliteach has been sent to staff) and having diverse representation particularly within the environment / displays and in resources. Attached is an example lesson plan - 'All types of Families' that has since been used.

We celebrate the children that are making a real effort around equalities and pupils have really made huge progress in this. We celebrate the equality champions by taking them out for a meal and an activity. All equalities champions get a badge and we encourage our champions to be role models to the other pupils.

Our PSHE units of work that have been mapped out by our PSHE curriculum, You me & PSHE. Both our Head of centre and PSHE lead have created an action plan for the school to both teach and create awareness to topics for our pupils. (See PSHE Action Plan) The action plan is focused on improving the curriculum and planning for PSHE that includes





topics that are central to the schools work on Equality, diversity and inclusion.

The school has purchased a wide range of books that are available in book corners and for drop everything and read sessions. The books purchased were identified using an Equaliteach resource as well as our own research. See attached book list and pictures of books on display and in use.

We are currently having a consultation with school staff to rename our BLM group to equalities group to widen our discussions and awareness for staff.

Teachers are currently aiming to source much more rich texts to work with to use as a resource to ensure curriculum design and implementation is inclusive of people of different sexual orientations. This was discussed as part of our audit for the EqualTeach Silver Award where we sat down with teachers in a focus group and collectively went through the audit together. (See Silver Audit Document- Teaching and Learning -Completed with notes-). Since then, the following video resources at popnolly.com have been shared with teaching staff to use - see here Pop'n'Oilly - YouTube

The school needs to continue working on this and it is planned to use a range of support materials with teachers to even further improve. This is due to be part of our training in the Spring term 2024. It includes using with teaching staff the attached audit document from The Key - Gender and LGBT+ inclusivity throughout the Primary Curriculum. Also, Stonewall guidance on Creating an LGBT inclusive Primary curriculum and getting started toolkit - both attached.

We aim to continually get the views of our parents and carers via surveys and face to face discussions on the gate, we encourage them to attend our coffee morning here so that their voices are heard. (See Parents/Carers equality and diversity questionnaire). In addition to the internal resource of our staff team that is inclusive of different sexual orientations and our equality leads available to support, we have an advice sheet available for staff where parents identify as LGBT+. See attached factsheet.

Attached evidence:

- Pride Cake email
- Pride Cake image
- Equalities Poster (children)
- Educate & Celebrate - Bronze Award
- Silver Audit Document - Teaching & Learning
- Parents/Carers Equality and Diversity Questionnaire
- EqualTeach Handout - Terminology Sep 2023
- All types of family
- Gender and LGBT Curriculum Audit
- Creating an LGBT Inclusive Primary Curriculum
- Getting Started - Toolkit
- Factsheet - LGBT Parents
- Hall of Fame



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- Pride Presentation
 - Diverse Books
 - Family Book
 - EqualiTeach - Books to Promote LGBT+ Equality
 - Year A and B Curriculum Progression Map - PSHE





Section 4: Teaching and Learning

4.4 All curriculum design and implementation is inclusive of people of different genders, including transgender people.

There are a range of ways in which the school ensures people are represented from different genders and stereotypes are challenged and not reinforced. Curriculum design is inclusive of people of different genders. For example, the boys at our school really enjoyed playing football. We wanted to use this as an opportunity to encourage them to enjoy women's football and encourage our new female student at the time to take part and be accepted by the boys in football games at break and lunch. See attached assembly - July 2022 RSC sports.

All staff have had training from Pride and Celebrate around gender neutral language, environment (displays, toilets etc) as well as worked on a code of conduct around gender, gender identity and sexual orientation. This focused on ways to tackle issues with pupils and staff code of conduct.

Pupils are taught about gender stereotyping, and these are challenged in lessons and through our resources. See attached colouring picture of dad cooking for the family. The PSHE programme includes learning around stereotypes, discrimination, and identity. Where pupils raise issues, staff are supported to respond in ways to challenge stereotypes and negative attitudes to different genders including transgender people. Staff have discussed in PSHE planning meetings to ensure they share that "Transgender men are men" and "transgender women are women".

Pupils get the opportunity to watch Newsround daily that shows good representation of different genders. They are given the opportunity to discuss in class – What does it mean conversations. In January/February each year the school has a careers week. This includes a visit to Kidszania and activities and resources to engage pupils in thinking about the world of work. Teaching staff are careful to select resources that do not reinforce stereotypes such as the attached Jobs memory game and People who help us resource. During careers week lessons include challenging gender stereotypes. See attached lessons on challenging stereotypes and gender stereotypes.

Teachers are currently aiming to source a variety of further resources to work with to ensure curriculum design and implementation is inclusive of people of different genders including transgender people. Teaching staff identified this in an audit of the curriculum and have since had access to the following video resources [popnolly.com](https://www.popnolly.com) that has been shared with teaching staff to use. Pop'n'Ollt website contains a range of engaging videos including gender explained LBGT+, transgender as this one: Gender Explained for Kids - Part 2 | Transgender & Non-Binary | Pop'n'Ollt - YouTube .

To support staff in using the appropriate language regarding different genders including transgender people, and being gender inclusive, the equality leads intend to share the terminology guidance with staff. See attached terminology guidance.





Each classroom has a reading corner with books to read for pleasure. These books are inclusive of people of different genders. See attached pictures showing examples of books. Where the topic lends itself, teachers directly use these books in lessons. We have drop everything and read session most days. This is an opportunity for teachers to choose books that address gender stereotypes. A list of books was provided by Equaliteach and was used to purchase a large order so that all classrooms have books that are inclusive of different genders. See attached book list that promote LGBT and gender equality.

In our weekly Hall of fame assembly, there is a specific item on equalities and our pupil Equality champions are identified. A circle representing a protected characteristic is selected for whole school discussion and pupils are asked to talk about a scenario or talk about stereotypes or prejudice that may come up. Also, how the school can celebrate and include people with this characteristic / identity to make the school a safe space for all. See Hall of fame assembly slide.

The school needs to continue work on this and it is planned to use a range of support materials with teachers to even further improve. This is due to be part of our training in the Spring term 2024. It includes using with teaching staff the attached audit document from The Key - Gender and LGBT+ inclusivity throughout the Primary Curriculum. This will aim to reinforce where there is already good practice in making sure representations do not reflect sexism but also extend teachers to explore more widely into each subject area. Also, Stonewall guidance on Creating an LGBT inclusive Primary curriculum and getting started toolkit - both attached will be used as a resource to support staff in curriculum development.

Attached evidence:

- Year A and B Curriculum Progression Map
- Assembly - England's Football Women Team
- EqualTeach Handout - Terminology Sep2023
- Pink is for Boys
- Dinner Time
- Gender and LGBT Curriculum Review
- People who help us - pictures
- People who help us - pictures2
- Challenging Stereotypes
- Gender Stereotypes
- EqualTeach - Books which promote LGBT+ equality
- Hall of Fame





Section 4: Teaching and Learning

4.5 All curriculum design and implementation is inclusive of disabled people.

At NRC Primary, all our children have Special Educational Needs, and all have 'hidden disabilities.' All children with us have SEMH needs but alongside this, have a diagnosis of Autism Spectrum Condition and ADHD. Disability awareness and inclusion is at the heart of what the school does. We work closely with our multiagency partners (CAMHS, Educational psychologist, speech and language therapist, music therapist, occupational therapist, family support team, Bridge Outreach service and others) and refer to them where pupils need additional intervention to understand their own needs and the feelings associated with their medical diagnosis.

Part of our work here is thorough assessment of all our pupils' needs, using our Team Around the School and recommendations/advice from multi-agency professionals in adapting our provision to meet pupils' individual SEND needs. Examples of adaptations include: changes to the environment, individualised timetables, specific targeted academic, and personal development interventions, acquiring and using resources and equipment e.g., sensory integration resources, use of a wide range of adaptations including individualised visual timetables, dedicated 1:1 learning support, rest breaks, differentiated learning materials etc.

Our restorative approach to behaviour means that all of our children are supported to learn strategies to manage and regulate emotions, through our trauma-informed and inclusive behaviour policy. The small classroom environment of no more than 6 pupils means that children's curriculum is individualized and planned according to their current attainment level, with scaffolds and supports identified on an individual basis. See medium term plan MTP Hudson Class and MTP Zambesi Class. These include notes on differentiation e.g., individual focus or learning outcomes, use of math's manipulatives. The different colours of pupil initials in MTP Zambesi class show the level the pupil is working at and therefore the individual learning outcome or 'I can' statement they are working towards. It shows the year group spellings they are working on, and their levels identify the support and challenge they have in class.

As a SEND (Special Educational Needs and Disability) provision, the classroom environment is supportive and accommodating of pupils with SEND. We meet pupils needs by having sensory equipment and quiet calming corners. See Accessibility Plan.

Our classrooms are calm, inclusive environments. There are displays linked to Zones of Regulation (ZOR) to support children's engagement with using strategies such as ZOR. Each classroom has small areas that the children can use to have some space, while remaining in the classroom, supporting an inclusive approach to our children's hidden disabilities. See attached pictures (Zones of Regulation and Quiet classroom space)

We work in close partnership with our Team around the school (TAS) to support our children. There are monthly Team around the School meetings that are used to think carefully about each child and to agree actions and next steps. Our network around the school are often very supportive and recognize our inclusive and flexible approach. See attached





Email – TAS.

Our school day is structured to meet our pupils' complex needs. The day begins with a 'soft start', which incorporates sensory integration and an emotions check-in across the school. Children are invited to check-in with themselves, to identify how they are feeling and why. This is modelled by all staff across the school as all staff members join in with this check-in. Our lessons are shorter in length to support our children's needs and hidden disabilities linked to attention and focus, processing and hyperactivity. This also links into their sensory needs, as sensory integration is available throughout the school day to support pupils' regulation. Our understanding of the importance of sensory integration has developed as we have seen that by meeting this need daily, children's regulation and responses throughout the day are a lot more regulated. Children have access to snacks throughout the day. These are carefully selected, to try and also meet both a basic need in hunger, and also as a sensory tool. Things like rice-cakes or crackers are used as a sensory tool to support children with accessing the school day. Most of our children have significant sensory needs, which is not always obvious at first glance. Through our assessment and attunement to our pupils, we identify what sensory integration is needed and ensure that this is available each day. Transitions can be difficult for our pupils, and these are carefully planned and managed. Children are supported through transitions across the school day, with further emotions check-ins and sensory grounding activities implemented to support pupils with managing them.

We think about each child individually, working to understand their hidden disability and how we can meet this need. Every three weeks we have a pupil focus on an individual pupil. Attached in the evidence documents is an example of a Pupil focus meeting held to think about one child with us who has Moderate Learning Difficulties. At the pupil focus the team contributes ideas to set a strategy and agree actions or changes to his provision. In the picture on the post-it notes, you will see things that are important for him, including 'individualised curriculum,' 'visuals,' 'opportunities to build relationships with peers. Following meetings such as these, which involve the entire primary school team, changes are rapidly put in place to ensure the provision and curriculum are there to meet the needs of the pupil. See Picture of Pupil focus curriculum development work.

At New River College Primary, our curriculum design and implementation are inclusive of disabled people as it is intended to improve experiences, skills, and attainment of our students. Our aims are to ensure that inclusivity is embedded within all aspects of the curriculum. With this, the teachers use resources and examples which include people with a range of disabilities, and which do not reinforce stereotype. This is shown through the curriculum overviews, lessons, displays and classroom resources such as our colouring books - See attached jobs memory game and lessons on disability awareness.

The design of our curriculum and timetable for the day supports the pupils with hidden disabilities to have opportunity for breaks, sensory activities, small chunks of lessons with opportunities for physical activity. See attached Hudson class timetable.

Our pupils' timetables are individualised to suit their needs. Each pupil is given the opportunity to participate in every aspect of the curriculum. Where there are difficulties for them accessing the curriculum due to high levels of





dysregulation alternative bespoke timetables are designed with the child, family and NRC staff. Individual timetables are set out for them to learn as much of the curriculum as possible and teachers differentiate lessons and adapt activities to be inclusive of pupils with an alternative timetable. Children that need extra support will be delegated a learning assistant 1:1 or 2:1 who support them with their learning and will have activities and learning very tailored to their learning and SEND needs. These timetables are provided visually and help guide the pupil to know what will happen throughout the day. (See example attached individual timetable)

When discussing issues around disability, teachers use appropriate language with the pupils so that they can clearly understand. Regardless of the challenges that each of our young people faces, pupils are taught that they can always achieve and strive no matter what their disability is. During Children in need, we delivered a range of assemblies that representative and inclusive of people with disabilities. Teachers share resources on themed weeks including disability awareness to incorporate in their learning for the week. See attached International day resource. During morning soft start teacher use colouring activities that include activities that are positive regarding neurodiversity. See attached posters of famous autistic people and colouring of minds.

In our weekly Hall of fame assembly there is a specific item on equalities and our pupil Equality champions are identified. A circle representing a protected characteristic is selected for whole school discussion and pupils are asked to talk about a scenario or talk about stereotypes or prejudice that may come up. Also, how the school can celebrate and include people with this characteristic / identity to make the school a safe space for all. See Hall of fame assembly slide.

Pupil and parents/carers feel that teaching and learning is inclusive of disabled people as this shown through our parent/carer surveys (see attached Parent EDi questionnaire), structured conversations, which is a consultation for both pupils and parent/carers.

When pupils come to New River College, they are most often working below national expectations. Our interventions are aimed at enabling them to close the gap with their peers. We aim to enter all children for national assessments and work to support them to access and achieve well in these. An intervention plan is put together and where needed individual children have additional support to achieve. See Assessment plan 2023-24 attached. This is a working document and developed as pupils progress and where further intervention and support is needed. Pupils' names have been replaced with a letter in the alphabet. In addition, we provide parent sessions to work with them and guide them to be able to support their child at home.

The school is immensely proud of the achievements of pupils. Each half term we share key events with the whole school community and on the website. These show the positive achievements of our pupils all of whom have SEND. See attached newsletter December 2023.

At the beginning of every term all pupils have a structured conversation with their parent/carer. This is to review their attendance, achievement, and progress both academic and in their personal development. During this meeting there is a thorough discussion around their pupil passport, and this is updated so that the support needs are shared and





agreed. Further the parent and pupil have the opportunity to feedback on the support in and out of class and identify anything further needed. This is then captured, and actions put in place by the class teacher and team or through referral to any of our multi agency partners where needed. See Meeting template for Structured conversations attached. While parents can meet staff whenever needed and give and receive feedback daily, the structured conversation is in place to ensure a full review of support and adjust our curriculum, environment and adult support as needed to meet pupils SEND needs better.

The school has identified the need to work with CAMHs and through research identify further learning resources and books for every classroom around particularly 'hidden' disabilities. These will need to include those our pupils have and aim to present back to them positive, non-stereotypical representations. School staff have access via the school shared area to the EqualiTeach terminology guidance around disability - see attached. This will be revisited in future training sessions on Equality and in curriculum development sessions in 2024 and beyond.

Attached evidence:

- Year A and B Curriculum Progression Map
- Diverse Activity Book - Disability 1
- Diverse Activity Book - Disability 2
- Accessibility Plan 2023
- Assessments 2024
- Classroom - quiet space
- Parent/Carer Feedback - email
- Hall of Fame
- Hudson Class Timetable
- Jobs Memory Game
- KS1 - Disability Awareness Lesson
- MTP Hudson Class
- MTP Zamezi Class
- Pupil Focus - Curriculum Adaptation2
- Pupil Focus - Curriculum Adaptation1
- Structured Conversation Template
- Zones of Regulation
- Parent/Carer EDI questionnaire
- DIS EqualiTeach
- International Day of Person with Disabilities
- Celebrate Neurodiversity - Mindfulness Colouring
- Famous neurodiverse autistic people - posters
- Individual timetable





Congratulations on completing your Equalities Award!

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To continue demonstrating your school's commitment to equality you can level up or renew your current Award level once it has expired. We have discount packages available for schools who have already completed the Award.

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