ADAMSRILL PRIMARY SCHOOL

Equality Information and Objectives

March 2026

Adamsrill Core Values:

Creativity
Integrity
Respect
Responsibility
Resilience

To Inspire Excellence for All

Approved by:	Dr Increase Esoe, Headteacher	**Date:** March 2026
Signed:		
Approved by: Mrs Shirley Hamilton, Chair of Governors		**Date:** March 2026
Signed:		
Last reviewed on:	March 2025	
Next review due by:	March 2028	

Adamsrill Primary School Equality Information and Objectives

The 2010 Equality Act places a duty on the school to publish the following information on an annual basis

Characteristics of our school population (as of March 2026)

Gender

	EYFS	**Y1 – Y6**	**Total**
Total	46	297	343
Boys	22	147	169
Girls	24	150	174

Free School Meals

FSM
82 pupils

Ethnic Groups and numbers

Asian/Asian British (Indian)	15	Other Black African	1	White & Pakistan/Indian	1
Any other mixed background	28	Other White British	1	White European/other	23
Black or Black British – any other black background	30	White and Black African	13	White Eastern European	1
Black or Black British - Caribbean	20	White and Asian	15	White other	13
Black African	15	White and Black Caribbean	20	Other	19
Other Asian	12	White British/English	131	Refused	6

% White British	% White other	% Black or Black British – any other black background	% Black African	% Any other mixed background
38%	4%	9%	4%	8%

First Language – numbers

Albanian	3	German	0	Lithuanian	1	Somali	0
Arabic	4	Greek	0	Luganda	1	Spanish	9
Arabic (other)	0	Hebrew	0	Pashto	1	Swedish	0
Bengali	3	Hungarian	0	Polish	4	Thai	0
Cantonese	0	Icelandic	0	Portuguese	1	Turkish	7
Danish	0	Igbo	2	Punjabi	1	Vietnamese	2
Dari Persian	2	Indonesian	0	Romanian	2	Yoruba	2
Dutch/Flemish	0	Information not obtained	0	Russian	2		
English	272	Italian	1	Serbian	0		
French	5	Kurdish	0	Slovak	1		
Total proportion of pupils who speak English as an Additional language: 16%							

Special Educational Needs

Stage	**Numbers**	**%**	**SEN type for pupils with SEN support and EHCP**	
No Specified SEN	0		Speech Language and Communication Needs	38
SEN Support	47	12.91	Specific Learning difficulty	5
Statement/EHC Plan	11	3.02	Autism	9
Some children have 2 diagnosis			Social Emotional and mental Health	16
			Profound & Multiple Learning Difficulty	1
			Hearing Impairment	1
			ADHD	3
			Profound Complex Disabilities	2
			No specialist advice	0
			Total	75

Attendance (September 2025 to March 2026)

Percentage of authorised absences **3.5%**		**Percentage of unauthorised absences** **2.4%**		**Total absences** **5.9%**	

Admissions

Adamsrill Primary School is a diverse community, with 20 languages spoken by our families.

Equality Objective 1	To continue to foster an inclusive school environment at **Adamsrill Primary School** that celebrates diversity, promotes equality, and actively challenges racism through education, representation, and school culture.
Why	To take meaningful steps to **eliminate discrimination, celebrate diversity, and prepare our pupils to be respectful and inclusive members of society.**
How	**Embed Anti-Racism Education:** Integrate lessons on race, identity, and social justice into the curriculum across all year groups. **Culturally Inclusive Curriculum:** Ensure books, learning materials, and historical perspectives reflect various cultures, ethnicities, and experiences. **Staff Training:** Provide professional development on unconscious bias, anti-racist teaching strategies, and inclusive behaviour management. **Diverse Role Models:** Invite speakers from diverse backgrounds to share experiences and inspire pupils. **Inclusive Policies:** Regularly review school policies to ensure they promote equality, challenge discrimination, and support pupils from all racial and cultural backgrounds. **Reporting and Support Systems:** Implement clear procedures for reporting and addressing racist incidents, ensuring swift action and support for affected pupils. **Celebrating Cultural Heritage:** Organize events such as Black History Month, multicultural celebrations, and diversity assemblies to promote understanding and appreciation of different cultures.
Expected Outcome	Pupils develop a strong understanding of diversity, racial equality, and social justice. A school culture where all pupils, staff, and families feel respected, valued, and represented. Reduced incidents of racism, discrimination, or bias, with improved reporting and response systems. Increased pupil engagement and confidence, particularly among underrepresented groups. Staff feel confident in addressing racism and promoting inclusivity within their teaching and school environment.

Equality Objective 2	To continue to create an inclusive school environment at **Adamsrill Primary School** where all family structures, including LGBTQ+ families, are respected and valued, and pupils develop positive, healthy relationships based on empathy, equality, and mutual respect.

Why	To promote **inclusivity in family representation and relationship education, including LGBTQ+ inclusion**, Adamsrill Primary School ensures that every child feels **safe, valued, and respected**, while also preparing them to interact with a diverse society in a positive and understanding way.
How	**Inclusive Curriculum:** Ensure that teaching materials, books, and discussions reflect a diverse range of family structures, including single-parent families, blended families, same-sex parents, foster families, and extended families. **PSHE & Relationship Education:** Teach pupils about different family dynamics, respect, and positive relationships through Personal, Social, Health, and Economic (PSHE) lessons. **Staff Training:** Equip teachers with the knowledge and confidence to discuss family diversity and relationship education in a sensitive and age-appropriate way. **Anti-Discrimination Policies:** Ensure that all pupils, regardless of their family background or identity, feel safe from bullying, exclusion, or bias. **Parental Engagement:** Foster strong partnerships with all families, ensuring they feel welcomed and valued in the school community. **Celebrating Diversity:** Organise assemblies, events, and discussions that celebrate family diversity and the importance of kindness, respect, and inclusion in relationships. **LGBTQ+ Inclusion:** Incorporate age-appropriate discussions about LGBTQ+ families and relationships into the curriculum, ensuring representation in books, school displays, and lessons.
Expected Outcome	All pupils feel that their family background is acknowledged, respected, and valued within the school. Pupils develop an understanding of different family structures and relationships, fostering acceptance and empathy. A reduction in bullying or negative attitudes related to family diversity and LGBTQ+ inclusion, creating a more inclusive school culture. Stronger relationships between school and families, encouraging greater parental engagement. Staff feel confident in addressing topics related to family structure, LGBTQ+ inclusion, and relationships in an inclusive and supportive way.

Equality Objective 3	To ensure that **Adamsrill Primary School** continues to fosters an inclusive and accessible environment where all pupils, including those with visible and non-visible disabilities (such as neurodiversity), feel valued, supported, and represented in the curriculum. The school will actively promote **acceptance, celebration, and recognition of all differences**, ensuring that every child thrives in a community built on respect and inclusion.
Why	To ensure that both **visible and non-visible disabilities** are understood, celebrated, and supported, Adamsrill Primary School creates a **truly inclusive environment** where every child is empowered to succeed. **Recognising and embracing differences** helps all pupils develop empathy, respect, and the skills needed to thrive in a diverse world.
How	**Inclusive Curriculum:** Embed disability awareness and neurodiversity education across subjects, ensuring pupils learn about diverse abilities, experiences, and contributions. **Accessible Learning Environment:** Adapt teaching strategies, classroom setups, and resources to accommodate different learning styles and physical needs. **Staff Training:** Provide ongoing training on **SEND (Special Educational Needs and Disabilities), neurodiversity awareness, and inclusive teaching strategies**.

	Representation in Books and Displays: Ensure that the school's library, classroom materials, and visual displays include **positive representations of disabled individuals and neurodivergent people**. **Pupil Awareness and Peer Support:** Organise workshops, assemblies, and activities to help pupils understand and appreciate **both visible and non-visible differences**. **Parental and Community Engagement:** Work closely with families and external specialists to provide tailored support for pupils with SEND and disabilities. **Anti-Discrimination Policies:** Strengthen policies to **prevent ableism and unconscious bias**, ensuring all pupils feel respected and included.
Expected Outcome	All pupils, including those with disabilities and neurodivergence, feel fully included, supported, and valued in school life. Greater awareness and understanding of both visible and non-visible differences**, reducing stigma and misconceptions.** A school culture that actively celebrates diversity, fostering kindness, respect, and appreciation for individual strengths. More accessible learning environments, ensuring every child has equal opportunities to succeed. Increased confidence among staff in providing inclusive teaching and support for diverse learning needs. Stronger partnerships with parents and the community to support children with SEND and disabilities effectively.

Equality Objective 4	To **close the attainment gap** and improve the educational outcomes of **Black Caribbean boys** at **Adamsrill Primary School** by providing targeted support, fostering high expectations, and ensuring a culturally inclusive and supportive learning environment.
Why	To **address systemic barriers**, **promoting high expectations**, and ensuring **every Black Caribbean boy has the support, representation, and opportunities needed to succeed**.
How	**Culturally Responsive Teaching:** Ensure the curriculum reflects Black Caribbean history, achievements, and contributions to increase engagement and relevance. **Targeted Academic Support:** Provide **mentoring, small-group interventions, and additional learning resources** to support progress in key subjects like literacy and numeracy. **Positive Role Models:** Invite Black Caribbean professionals and community figures to engage with pupils and **promote aspirations**. **Parental Engagement:** Strengthen communication with parents and carers through workshops, events, and home-school partnerships to **support learning beyond the classroom**. **Challenging Bias and Stereotypes:** Train staff on **unconscious bias** and **culturally responsive behaviour management** to ensure fair and supportive discipline strategies. **Encouraging Leadership & Participation:** Increase Black Caribbean boys' representation in **student leadership roles, extracurricular activities, and school-wide initiatives**. **Tracking Progress & Early Intervention:** Monitor data on **attainment, exclusions, and behaviour incidents** to identify and address barriers to success.

Expected Outcome	**Higher academic achievement**, with more Black Caribbean boys meeting or exceeding expected standards in literacy and numeracy. **Increased engagement and confidence**, leading to **greater participation in class and extracurricular activities**. **Stronger relationships between school and families**, ensuring parents feel involved in their child's education. **A reduction in behaviour referrals and exclusions**, with a focus on fair, supportive discipline approaches. **More Black Caribbean boys taking on leadership roles**, improving self-esteem and aspirations. **Staff feel confident in delivering an inclusive curriculum** and supporting the diverse needs of pupils.

We will engage with our school community to ensure the objectives identified above are the best ones for this coming year based on the data analysis. The objectives will be reviewed when we review the school improvement plan and included, where appropriate, within the new plan. The Governing Body will review them regularly.

Records of behaviour incidents show that in 2025/26 (Autumn and Spring Term):

There was 1 reported racist related incident and no reported exclusions.

Actions undertaken over the past year to promote Community Cohesion	
Actions in school	**Actions involving the local/wider/global community**
Music performances Induction meetings for Foundation Stage parents Home visits as part of reception induction Secondary transfer meeting Museum events and workshops E-safety and Road safety campaigns	Blackheath Concert Halls Visits to local places of worship, local museums, art galleries etc. Contributions to displays in school Swimming Gala **September**: – Macmillan Coffee Morning (The parents were invited to our annual Macmillan Coffee Morning. Parent contributed cakes to sell). **Jeans for Genes:** - Adamsrill raised over £445 for Jeans for Genes. **October:** - Harvest **November:** - Poppy Appeal (Adamsrill collaborated with the Royal British Legion to raise money for charity). Anti-Bullying Week – The children wore odd socks to raise awareness Children in Need – Adamsrill raised £266 **March:** – Red Nose Day (Adamsrill raised nearly £)

	April – Autism Acceptance Week Parents requested to donate online, so we now have an online fundraising page for future charity donations. https://www.justgiving.com/fundraising/adamsrill-primary-school Adamsrill is an official partner with Lewisham Foodbank, part of the Trussell Trust food bank network which enables her to refer families using the E-referral system.

Lewisham Learning

Tackling race inequality in education Pledge

We will work to address the inequalities that result from historic, systemic racist policies and practices.

We pledge to take actions that will address access and opportunity for all pupils, by highlighting inequalities and increasing awareness.

We commit to:

- Targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic pupils
- Reducing exclusions of Black Caribbean heritage pupils of all ages
- Leaders and governors taking a whole school approach to embedding race equality
- Transparent reporting and sharing of borough-wide data trends
- Working together in new ways and sharing good practice to embed race equality in our school cultures and curriculum
- Actively developing high quality relationships with Black Caribbean heritage and Black and Minority Ethnic pupils and their parents
- Improving Black representation in school leadership and governing bodies

Signed .....