

Hollymount Primary School



Equality information and objectives

Updated: 2020

School policy statement on equality and community cohesion

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

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

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

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

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

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

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact:

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The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Part 1: Information about the pupil population

Number of pupils on roll at the school: **458**

Information on pupils by protected characteristics

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

Disability

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

Number of pupils with disabilities: 29

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

- Speech, language and communication needs
- Emotional Difficulties
- Asthma
- Autism

| Pupil Special Educational Needs (SEN) Provision | | |
|---|------------------|-------------------------------------|
| | Number of pupils | Percentage (%) of school population |
| No Special Education Need | 429 | 94% |
| SEN Support | 18 | 4% |
| Statement/EHCP | 11 | 2% |

| Ethnicity and race | | | | | | | |
|-------------------------------|-------------|--------------|--------------|-------------------------------|-------------|--------------|--------------|
| | Boys | Girls | Total | | Boys | Girls | Total |
| Asian or Asian British | | | | Mixed | | | |
| Bangladeshi heritage | 1 | 4 | 5 | Other mixed heritage | 6 | 9 | 15 |
| Indian heritage | 3 | 8 | 11 | White and Asian | 9 | 9 | 18 |
| Other Asian heritage | 10 | 11 | 21 | White and Black African | 3 | 1 | 4 |
| Pakistani heritage | 0 | 0 | 0 | White and Black Caribbean | 0 | 4 | 4 |
| Black or Black British | | | | Any Other Ethnic Group | | | |
| Black - African | 1 | 4 | 5 | | | | |
| Ghanaian heritage | 0 | 0 | 0 | White | | | |
| Nigerian heritage | 0 | 0 | 0 | British heritage | 79 | 95 | 174 |
| Somali heritage | 0 | 0 | 0 | Irish heritage | 2 | 1 | 3 |
| Caribbean heritage | 0 | 0 | 0 | White Other | 30 | 41 | 71 |
| Other Black heritage African | 0 | 2 | 2 | Gypsy/Roma | 0 | 0 | 0 |
| Chinese | 2 | 4 | 6 | Traveller of Irish heritage | 0 | 0 | 0 |

| | | | |
|-----------------------------|--|-------------------------------------|--|
| Information withheld | | Information not yet obtained | |
|-----------------------------|--|-------------------------------------|--|

| Gender | |
|---------------|-----|
| Male | 197 |
| Female | 261 |

| Pregnancy and maternity | |
|--------------------------------------|-------------------------|
| | Number of pupils |
| Pupils who are pregnant | 0 |
| Pupils who have recently given birth | 0 |

| Religion and Belief | | | |
|----------------------------|-----|----------------|-----|
| Buddhist | 5 | Sikh | 0 |
| Christian | 225 | No religion | 156 |
| Hindu | 10 | Other religion | 9 |
| Jewish | 2 | Unknown | 0 |
| Muslim | 43 | | |

Gender identity or reassignment

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

Sexual orientation

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

Information on other groups of pupils

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

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

| Pupil with English as an additional language (EAL) | | | | |
|--|-------------|--------------|--------------|--|
| | Boys | Girls | Total | Percentage of school population |
| Number of pupils who speak English as an additional language | 41 | 58 | 91 | 20% |
| Number of pupils who are at an early stage of English language acquisition | | | | |

| Pupils from low-income backgrounds | | | | |
|---|-------------|--------------|--------------|--|
| | Boys | Girls | Total | Percentage of school population |
| Number of pupils eligible for free school meals | 12 | 25 | 37 | 8% |

Looked after children

| |
|---|
| 1 |
|---|

Young carers

| |
|---|
| 0 |
|---|

Other vulnerable groups

| |
|---|
| Previously Looked After Children 5 |
|---|

Part 2: Our main equality challenges

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

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

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

- Provision for pupils for whom English is an additional language
- Creating a climate of understanding and acceptance by all pupils of those with differences – special educational needs, emotional needs, range of backgrounds and family circumstances
- Achievement for disadvantaged pupils from low income families
- Training for staff and governors on Equality and Diversity

Part 3: How we have due regard for equality

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

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

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

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We aim to provide training for our governors on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that treats all children fairly and takes into account their many differences, including culture, ethnicity and ability.
- We have a school anti-bullying policy that with a focus on mutual respect, good relations between boys and girls, an absence of prejudice-related bullying, including discriminatory and offensive language.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that supports all members of our school community to reach their potential through full access to all areas of school life.
- Our admission arrangements are those set out by the LA, giving priority to pupils with special educational needs and those in care.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that states clearly that discrimination or prejudice of any kind will not be tolerated.

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

Disability

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

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

- There are no significant inequalities, including those in relation to attainment at the end of KS2 or access to learning and facilities. However, a priority in the SDP states: All PPG children make at least expected progress and a minority make better than expected progress.
- A priority in the SDP states: Children develop gratitude and an understanding and appreciation of another culture through a link with a school in a different cultural context.
- The school also has a Communication, Diversity, and Equality Leader.
- The relationships between disabled pupils and others is very good.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We promote the understanding of difference and of disability and special educational needs through circle times, PSHE and assemblies
- We tackle prejudice and any incidents of bullying based on disability
- A Diversity and Equalities leader monitors progress against our equality and diversity objectives in this plan and the SDP.

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

- We have no recorded instances of bullying or prejudice based on special educational needs or disability
- Pupils treat each other with understanding, care and consideration, taking due account of each individuals differences
- We annually review our disability & accessibility action plan to ensure that all physical barriers to learning are removed.
- We are committed to working for the equality of people with and without disabilities

Ethnicity and race (including EAL learners)

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

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

- There are no significant inequalities, including gaps in attainment between pupils from different ethnic groups. If gaps do appear mid-year, the Equalities and Diversity Leader investigates these further and ensures actions are in place.
- Pupils from different ethnic groups achieve well.
- Performance against national and local benchmarks is above average.
- We involve and consult pupils, families and communities from different ethnic and cultural backgrounds on issues that might affect pupil achievement or wellbeing.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils where necessary.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We develop particular initiatives to tackle the motivation and engagement in learning of particular groups as required.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community. In 2019/20 we are holding a Community Week to celebrate differences and learn from our varied community.

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We take part in events such as Black History Month and Refugee Week.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.
- The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture, involving parents and keeping a record in order to inform the LA and governing body.

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

- We have no major incidents of bullying or harassment on the basis of race, ethnicity or culture
- Review our procedures for newly arrived learners – including a welcome pack and initial assessment.
- EAL children's attainment is above national data in all areas at the end of KS2

Gender

We are committed to working for the equality of women and men.

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

- Performance against national and local benchmarks is at or above average for both boys and girls.
- We consult boys and girls on issues that might affect their achievement and well-being

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- Neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress, for example parents are invited to come and talk about their work as part of the curriculum.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils through assemblies, PSHE lessons and the general curriculum.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.

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

- There are no significant gaps in attainment or inequalities between girls and boys at the school
- We will continue to be committed to equality of opportunity for men and women, boys and girls.

Gender identity or reassignment

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

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

- It is rare for pupils - particularly very young pupils - to want to undergo a gender reassignment. When a pupil does so a number of issues arise that will need to be sensitively handled.

Pregnancy and maternity

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

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

Not applicable – but we will deal with this sensitively if or when it arises.

Religion and belief

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

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

- We have a wide diversity of faith backgrounds in the school, including Christian, Hindu, Islam, and Buddhist.
- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.
- We have no issues in relation to the needs of groups of pupils with particular faith backgrounds.
- There are good relations between pupils who share a religious faith and others.
- We aim to involve and consult pupils, families and others from different faith communities in developing policies and the curriculum.

How we advance equality of opportunity:

- We tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life.
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

How we foster good relations and promote community cohesion:

- Through assemblies, PSHE lessons and the SEAL programme the school actively promotes the spiritual, moral, social and cultural development of all pupils.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- There are daily assemblies that give opportunities to celebrate a variety of faiths and beliefs. Children have the opportunity to visit local places of worship representing a variety of faith communities
- If they arose we would tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as antisemitism and Islamophobia.

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

- We have good relations between all religious groups and a strong feeling of community cohesion.
- We aim to continue our spiritual, moral, social and cultural development policies and to promote equality based on religion belief and non-belief.

Sexual orientation

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

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

- We have no significant inequalities or other concerns.
- We teach the children about prejudice-related bullying and the use of inappropriate language through assemblies and PSHE lessons.
- Our school ethos includes celebrating difference and diversity as a way of developing tolerance understanding and respect for one another.

How we advance equality of opportunity:

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We are considering how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and gay pupils to understand and respect difference and diversity.
- We would ensure that LGBT+ staff feel comfortable, and are supported to be open about their sexual orientation.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as SEAL.
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different.
- All staff, including lunchtime supervisors and teaching assistants, will be trained in how to deal with homophobic language and how to work positively with different families.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.

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

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

Part 4: Consultation and engagement

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

Our main activities for consulting and engaging are:

- We will invite parents and carers to join a working group for consulting with and engaging pupils, staff, families and the community about equality issues.
- SLT and Governors involved in drawing up equality objectives
- Communication Team involvement and pupil voice.

Part 6: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

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

Equality objective 1:

Increase the awareness of staff and governors to equality and diversity issues within the school

Progress we are making on this objective:

Baseline: Values are embedded at school with pupils, staff and governors. No equality and diversity leader in school. No racist behaviour reported '18/19 and one incident of homophobic behaviour in '18/19. Governor and PTA organisations do not necessarily reflect the school community.

Action: School Equalities and Diversity Leader to be appointed. PTA to promote diversity and equality. Governing body to seek committee members that represent the school community. Training for staff and governors on equality and diversity in schools.

Intended impact on children: Children have a greater understanding and acceptance of differences in our school community and the wider community.

Review:

Equality objective 2:

Children develop gratitude and an understanding and appreciation of another culture through a link with a school in a different cultural context.

Progress we are making on this objective:

Baseline: No link with school in a different cultural context.

Intended impact on children: Children develop gratitude and an understanding and appreciation of another culture. Children develop empathy. Children are more knowledgeable about another culture and compare this to their own.

Actions: Investigate links with other schools in a different culture. Action plan for all children to have a link with pupils in another country. Meet with charity and set up link.

Review:

Equality objective 3:

All PPG children make at least expected progress and a minority make better than expected progress.

Progress we are making on this objective:

Baseline:

Whole school attainment results 2019::

PPG R: 80% 23%

Non PPG R: 89% 45%

PPG W: 68% 14%

Non PPG W: 84% 35%

PPG M: 77% 18%

Non PPG M: 88% 46%

Whole school progress results 2019:

PPG R: 70% 22%

Non PPG R: 89% 20%

PPG W: 70% 22%

Non PPG W: 87% 20%

PPG M: 74% 19%

Non PPG M: 88% 22%

Intended impact on children: PPG children's attainment is as good as non PPG children's attainment across the school- taking SEN needs into consideration. PPG children's progress is as good or better than non PPG children's attainment across the school- taking SEN needs into consideration. PPG children are ready for their next stage in education.

Actions: See separate PPG strategy.

Review:

Additional information**Policies and procedures**

See school policies on Anti-Bullying, Code of Conduct, Equality, Equality of Opportunity, Race Equality and the Accessibility Plan.

Recruitment and selection of staff

- We follow safer recruitment procedures for short-listing to ensure that we are taking steps to avoid discrimination and to advance equality of opportunity.
- We complete short-listing based on the strength of application in relation to the person specification.
- We ensure that staff responsible for recruitment and selection attend training on developing the skills and techniques essential to conducting successful and fair selection interviews.
- We monitor equal opportunity information for all applicants.