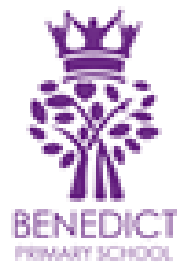


# Benedict Primary School



## Equality information and objectives

**Updated: Jan 2017**

## 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 closing 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: 328

### 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: we have several children with disabilities

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

- Autism
- Heart condition
- Hand tremors

### Pupil Special Educational Needs (SEN) Provision

A large number of our children have Special Educational Needs (24%). We have children receiving school support and some children have an Educational Health Care Plan (EHCP) for their special educational needs.

<b>Ethnicity and race</b>							
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Asian or Asian British</b>				<b>Mixed</b>			
Bangladeshi heritage	2	1	3	Other mixed heritage	12	6	18
Indian heritage	2	1	3	White and Asian	0	3	3
Other Asian heritage	16	15	31	White and Black African	1	0	1
Pakistani heritage	7	9	16	White and Black Caribbean	7	6	13
<b>Black or Black British</b>				<b>Any Other Ethnic Group</b>	1	4	5
Ghanaian heritage	8	6	14	<b>White</b>			
Nigerian heritage	3	3	6	British heritage	48	55	103
Somali heritage	9	4	13	Irish heritage	0	0	0
Caribbean heritage	6	4	10	White Other	27	28	55
Other Black heritage	5	1	6	Gypsy/Roma	0	0	0
<b>Chinese</b>	1	3	4	Traveller of Irish heritage	1	1	2

<b>Information withheld</b>	21	<b>Information not yet obtained</b>	
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We have children from diverse backgrounds including Tamil and Sri Lankan heritage. We have a significant number of Eastern European children speaking a variety of languages including, Polish, Bulgarian and Russian

<b>Gender</b>	
Male	166
Female	162

Our children and families represent many faiths.

<b>Religion and Belief</b>			
Buddhist	2	Sikh	0
Christian	102	No religion	96
Hindu	21	Other religion	46

Jewish	0	Unknown	1
Muslim	60		

## Gender Identity or Reassignment & Sexual Orientation

We do not collect data on the sexual orientation of our children

## 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:

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who speak English as an additional language	88	75	163	50%
Number of pupils who are at an early stage of English language acquisition	26	24	50	15%

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils eligible for free school meals	87	84	171	52%

## Looked after children

There are no looked after children (Jan 2017)
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## Young Carers

6 children are currently registered as Young Carers; however we have a larger number of children who we know are Young Carers and receive support from the organisation through our school based programme.
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## **Other vulnerable groups**

We have a number of children who receive emotional literacy support and/ or are supported by our TAMHS worker who delivers art therapy support sessions in school

There are a number of children in school who are supported by Children's Specialist Services

### Part 3: How we have due regard for equality

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

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

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

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body has had training on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that promotes positive behaviours and outlines the rewards and sanctions for all children.
- We have a school anti-bullying policy that outlines the procedure for dealing with bullying.
- 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 keep a record of incidents of racism and other incidents of prejudice related to bullying.
- 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 stakeholders in their access to the school.
- Our admission arrangements are in line with all Chapel Street Schools and are subject to the terms and conditions of Merton Borough Council to avoid discrimination.
- 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 set clear expectations for staff to ensure equality.

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

There are a number of children on roll listed as having physical, speech or hearing difficulties. The majority of these children are working at below age related expectations. We have one member of staff with a mild hearing disability.

### How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps e.g. seating children near the front of the classroom facing the teacher 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, rather than relying on people acting on their behalf.
- 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.
- Teachers and children are aware of the disabilities of others.
- Risk assessments are made for school trips that cater for the needs of children with disabilities.

### 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 take part in events that celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability, raising class awareness if appropriate
- We record incidents of bullying or harassment on the basis of Special Educational Need or disability

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

- Pupil survey data indicates most children are happy and secure in their learning environment
- We will continue to monitor individual needs and put in place programs to meet these needs.
- We will continue to offer a personalised curriculum to meet the needs of children with disability
- Investigate the possibility of working towards the Level 1 Rights Respecting School Award
- Investigate the possibility of using Philosophy for Children as part of the PSHE Scheme of Work



## Ethnicity and race (including EAL learners)

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

### Summary information

- At KS2, children from White British backgrounds, Mixed backgrounds, White & Black Caribbean, White backgrounds and Bangladeshi backgrounds made less progress than children in these groups nationally in Reading and Writing. In maths at KS2, children from British backgrounds, White backgrounds, White & Black Caribbean backgrounds and Black African backgrounds made less progress than children in these groups nationally.
- At KS1, children from British backgrounds, children from any other White backgrounds (AOWB), children from any other Black backgrounds (AOBB) and children from any other mixed background (AOMB) achieve below national expectations in reading. In writing children from British backgrounds, children from any other White backgrounds (AOWB), Black African backgrounds and children from any other mixed background (AOMB) achieve below national expectations. In maths children from British backgrounds, children from Any Other White backgrounds (AOWB), children from any other mixed backgrounds (AOMB) and children from Black or Black British backgrounds achieve below national expectations

### 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.
- We accurately assess children's attainment using school procedures.
- We monitor children's progress and use this to inform teacher's planning, intervention and booster groups.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We ensure our curriculum provides positive images/ role models of people with particular characteristics
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- 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 e.g. Young Carers, Phipps Bridge Youth Club, SHINE
- We have themed weeks/ days to enable children to learn about different cultural background and eliminate stereotypical images

### **How we foster good relations and promote community cohesion:**

- We promote the spiritual, moral, social and cultural development of all children through a broad and balanced curriculum, themed weeks/ days and assemblies.
- 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 organise celebration and other events e.g. International Day, Black History Month, coffee mornings for EAL parents.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.
- We have a focus language each month
- We use visual images to make the curriculum more accessible to EAL learners.
- We hold parent review meetings to discuss and set targets for children
- We provide social skills groups to improve the self-esteem of children.
- We introduce buddies who speak the same language for new EAL children. We use the Local Authority Interpretation Service when required.

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

- Pupil surveys information indicates that most EAL children are happy and secure in their learning environment
- We will improve the attainment of Children from White Backgrounds and Any Other Mixed Backgrounds so it is at least as good as the attainment of similar groups of children nationally by providing them with additional small group support and personalised learning activities.
- We will introduce a questionnaire for EAL children after their first year at Benedict so we can gain a better understanding of what helped and what did not help them to settle into school.
- We will continue to offer a personalised curriculum

## 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)

- At KS1 girls achieving better than boys in both English and maths
- At KS2 girls performed better than boys in both English and maths.

### How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: 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 carry out intervention, booster groups, and target questioning for identified children.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that our children have access to information about different sector workplaces and occupations to challenge outdated images about careers and employment.
- We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with fathers and drawing them into school life.
- Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school's gender equality initiatives.
- 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.

### How we foster good relations and promote community cohesion:

- 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.
- We ensure that our curriculum includes positive and non-stereotypical images of women and men, girls and boys.
- We use assessment data to inform planning/ direct questioning, create intervention and booster groups for identified children
- We use our broad and balanced curriculum, assemblies and wider opportunities to promote and support the SMSCD of all our children

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

- At KS1 girls and boys need to achieve equally well in reading, writing and maths
- Both girls and boys need to make at least as good progress from KS1 to KS2 than those nationally
- We plan to continue encouraging both male and female parents/ carers to be involved in our school
- The Early Years Foundation Stage staff work hard to develop close links with both male & female parents/ cares and inform them of their responsibilities and the help they are eligible for.

## 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)

We are aware that if this issue should arise there are a number of issues that need to be handled sensitively

### How we advance equality of opportunity:

- We have taken steps to ensure that all staff understand the nature of gender variance, its biological influences and how it differs from sexual orientation.
- We recognise that all gender variant children should be supported and protected whether or not they undertake transition.
- We understand that transgender pupils who are entering puberty may experience intensifying stress, which may have a negative impact on their schoolwork. We take steps to provide appropriate and sensitive support to ensure that learning is not disrupted.

## 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)

- The children at Benedict Primary School come from diverse faith backgrounds
- The school respects the religious beliefs and practices of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.
- We consult children, families and others from different faith communities in developing policies and the curriculum

### How we advance equality of opportunity:

- We aim to tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life by discussing these with the children/ parents/ carers.
- 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 through our RE & PSHE curriculums and assemblies
- We use Merton's agreed syllabus to teach the RE curriculum
- We use the RE/ PSHE curriculum to give the children an understanding of different religions and respect for all, no matter what they do or do not believe.
- We observe most religious festivals, recognising and celebrating difference (Chinese New Year, Diwali, Eid, Hanukah etc.)

### How we foster good relations and promote community cohesion:

- 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 their respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We use collective worship, assemblies and visits to local faith communities to support the development of children's understanding and respect for religions different from their own.
- The school tackles bullying or harassment on the basis of faith and belief with rigour and works with families to ensure any issues are dealt with effectively.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.

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

- Pupil Survey analysis indicates that children are proud of their heritage and beliefs. They are keen to share their experiences.
- The RE curriculum enables children to have a better understanding of the practices of different religious faiths
- We plan to involve parents from different religions in supporting the delivery of our RE curriculum and assemblies

## 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

We are concerned about some children using homophobic language

### 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 have carefully considered 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 ensure that gay, lesbian and bisexual staff feel comfortable, and are supported to be open about their sexual orientation.

### How we foster good relations and promote community cohesion:

- 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 and ELSA.
- 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, have received information and training in how to deal with homophobic language and how to work positively with different families.
- Posters and pictures around the school are selected to reflect the full range of families.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.
- Different types of families/ relationships are discussed in our PSHE and Sex Education Curriculums

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

- We will monitor the use of homophobic language by introducing a homophobic language log book
- We plan to further enhance the children's understanding of family/ relationship diversity through our PSHE curriculum and assemblies.

## 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:

Our principle activities and strategies for consulting with and engaging with children, families, staff and the community are:

- Monthly newsletters
- Pupil survey information
- Questionnaires
- School Council
- Meetings on specific subjects
- The use of the translation service

## Part 5: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

## 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:

All children, regardless of gender, make at least expected progress

### Progress we are making on this objective:

### **Equality objective 2:**

We will reduce the reported use of racist language by children across the school to zero over the next academic year. We will measure this by using questionnaires to gauge how often the children hear racist language (seldom, sometimes or often) and where they hear it. The children will produce posters to raise awareness of the unacceptable use of racist language

#### **Progress we are making on this objective:**

### **Equality objective 3:**

To raise the attainment of children receiving Pupil Premium funding so it is line with the attainment of other pupil groups through the use of quality first teaching and interventions.

#### **Progress we are making on this objective:**

## **Part 7: Information about our employees**

If we have more than 150 employees we are required to publish information about them.

As of Sept 2016, the school employs 57 staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff