



**St Mary's CE Primary School**  
Felsham Road  
Putney

# **Equality Information and Objectives**

*At St. Mary's we aim to provide a high quality education to enable every child to reach their full potential within an inclusive and nurturing Christian community*

November 2016

## **Our school is committed to equality for staff, pupils and their families.**

- We strive to ensure that everyone is treated fairly and with dignity and respect.
- We want our school to be a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not involve treating them all exactly the same.
- We recognise that for some pupils, particularly disabled pupils, extra support is needed to help them achieve and be successful.
- We encourage pupils to be independent and take responsibility for their actions.
- We consult all those in our school community to ensure a range of views contribute to decisions made.
- We aim to make sure that no-one experiences harassment, less favorable treatment and/or discrimination because of their age; any disability; 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 aim to provide high quality provision for diverse needs and promote not just equality of opportunity but improve outcomes for all pupils, regardless of background.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations across our school community. This document responds to our specific duty 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 improve our practice over the coming year.

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

For more information please contact:

Inclusion Manager: **Gabriele Estafanous**

Tel: 020 8788 9591

Email: [admin@st-marys-putney.wandsworth.sch.uk](mailto:admin@st-marys-putney.wandsworth.sch.uk)

Member of the Governing Body with responsibility for Equality issues:

**Ashleigh Helm**

Contact the Governors via the school office.

Email: [admin@st-marys-putney.wandsworth.sch.uk](mailto:admin@st-marys-putney.wandsworth.sch.uk)

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: 251

### Information on pupils by protected characteristics

The Equality Act 2010 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.

Protected characteristics include:

- Age
- Gender
- Gender reassignment
- Sexual orientation
- Race
- Disability
- Religion or belief
- Pregnancy or maternity

You are also protected from discrimination if:

- You are associated with someone who has a protected characteristic, e.g. a family member or friend
- You have complained about discrimination or supported someone else's claim

In school there may be times when pupils with a protected characteristic need specific additional help. This is called 'positive action'. Taking positive action is legal if people with a protected characteristic; are at a disadvantage, have particular needs or are under-represented in an activity.

### **Current Pupil Population**

Our current pupil cohort is categorised in the following tables:

<b>Gender</b>	
Male	118
Female	133

<b>Pupils identified with a Special Educational Need (SEN)</b>		
	<b>Number of pupils</b>	<b>% of school population</b>
No Special Education Need	220	88.%
SEN Support	28	11%
Statement (Applied for 1 EHCP- 11.2016)	2(1)	0.08%(0.1%)
Education and Health Care Plan	-	-

<b>Religion and Belief</b>	
Christianity	231
Hinduism	6
Islam	3
No Religion	7
Other Religion	3
Buddhist	1
Refused	0
Unknown	0

<b>Ethnicity</b>							
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Any Other Asian Background	1	2	<b>3</b>	Pakistani	1	4	<b>5</b>
Any Other Mixed Background	2		<b>2</b>	White British	73	66	<b>139</b>
Black Somali	1		<b>1</b>	Other Ethnic Group	1	1	<b>2</b>
Bangladeshi	1		<b>1</b>	Any other Black Background	1		<b>1</b>
White Western European	11	9	<b>20</b>	White Irish	1	2	<b>3</b>
White and Asian	10	1	<b>11</b>	White Other	16	12	<b>28</b>
Chinese	2	4	<b>6</b>	White and Black African	2	2	<b>4</b>
Indian	1	6	<b>7</b>	White and Black Caribbean	0	3	<b>3</b>
Latin/South/Central American	1	2	<b>3</b>	White Eastern European	5	6	<b>11</b>
Other Black African	1	0	<b>1</b>	Refused	0	0	<b>0</b>

At St. Mary's we will monitor all individual pupils and groups closely to ensure that no pupils are disadvantaged and that they all make good progress. This includes, for example, those pupils that may not have been given any formal diagnosis of disability, ability, difficulty or impairment.

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>Females</b>	<b>Males</b>	<b>Total</b>	<b>% of school population</b>
Number of EAL pupils	35	13	48	19%
Number of pupils at an early stage (Stage 1 or 2) of English language acquisition	N/A	N/A	N/A	N/A
Figures for 2016-2017- N/A-awaiting retesting under new criteria				

<b>Pupils in receipt of Pupil Premium</b>				
<b>Number of Pupils</b>	<b>Females</b>	<b>Males</b>	<b>Total</b>	<b>% of school population</b>
In receipt of free school meals (FSM)	4	7	11	4%
Have been in receipt of FSM in the last 6 years - Ever 6 (excluding current FSM)	1	1	2	0.07%
In receipt of Early Years Pupil Premium	4	3	7	3%
In receipt of Services Premium	0	2	2	0.07%
In receipt of Pupil Premium - Looked After Children	1	1	2	0.07%
In receipt of Pupil Premium - post adoption	1	0	1	<1%

For further information on these groups, funding and impact of provision please see the Pupil Premium Policy and Practice, available on the school website or from the school office.

	<b>Total</b>	<b>% of school population</b>
Looked After Children	2	0.07%
Young Carers	0	0

## **Part 2: Due regard for equality**

St. Mary's gives careful consideration to equality issues and we have due regard to the needs to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. In addition, we also 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.

### **How do we do this at St. Mary's?**

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

### **Data Collection**

We implement a thorough data collection process for pupil information. This involves regular annual reviews of our data collection sheets and enrolment forms for new pupils. We also undertake annual audits on current pupil data. Parents are given the opportunity to update data that we hold in school on pupils' details, needs and their protected characteristics. Parents are also encouraged to inform school of any changes as soon as possible during the year.

## **Consultation and engagement**

Consultation regarding our Equality duty is supported through use of a variety of strategies including; meetings with different groups of the school community to enable a two way dialogue (e.g. school councils, staff meetings, key stage meetings, senior leadership meetings, one to one meetings), surveys of our school community, NFER attitude surveys, feedback from parents via twice yearly meetings and seeking written feedback from pupils and or parents. Pupils can also communicate their views privately if required, via the class 'Worry Boxes' or 'Problem Pals'. The school regularly shares information with parents via the school website, through policies and newsletters (In Touch). Engagement is essential - the equality objectives form part of the whole school development plan. There are also regular CPD opportunities for staff training and development. See appendix 1 for our record of consultation and engagement activities.

Data collection, consultation and engagement strategies together with current government legislation, advice from professionals, the Local Authority, the Diocese and external trainers together combine to inform our regard for equality and the setting of our school equality objectives.

The following approaches are used at St. Mary's to identify and support individuals or groups and promote equality:

- Termly monitoring of individual pupil and group attainment and progress at meetings with the Head Teacher, Deputy Head Teacher, Inclusion Manager and Class Teacher
- Targeted, time bound, outcome-based intervention strategies as appropriate (specific SEND interventions and provision are outlined in the school's SEN information report)
- A curriculum which fosters good relations and challenges stereotypes
- A physical environment that ensures it challenges stereotypes (including use of displays and classroom management strategies)
- Information that is accessible and available to all pupils, parents and staff
- Review and implementation of school policies to show regard for equality
- A fair recruitment process, supported by training for all staff and volunteers

## **Disability**

### **Disability**

**The Equality Act 2010 defines disability as when a person has 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.'**

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as severe asthma, diabetes, epilepsy and cancer.

Number of pupils identified with disabilities in school: **22** (9% of school pupil population)

For children nationally = **6%** (From Disability Facts and Figures – Office for Disability Issues, Department for Work and Pensions, **2014**)

There are pupils at our school with a wide range of disabilities and these include:

- Medical conditions with associated disabilities
- Dyslexia (Specific learning difficulty)
- Autistic Spectrum Disorder
- Sensory, Visual or Hearing Impairment
- Severe Asthma

### **Accessibility Plan**

We make reasonable adjustments to ensure that disabled pupils have equal access to opportunities in school. The school's Accessibility Plan outlines the actions we take to increase participation in the curriculum, improve the physical environment and increase the availability of accessible information to disabled pupils and target groups. This can be found on the school's website or a copy can be requested from the school office. We tackle prejudice and any incidents of bullying based on any protected characteristic (also see the Anti-Bullying and Behaviour Policy and Practice Policies).

### **SEN Information Report**

This report is accessible on the school website or from the office. It outlines information and policy on how the school provides for and assesses children with SEND (Special Educational Needs and/or Disabilities). It also describes how the school adapts the curriculum and the available support for children with SEND.

### **Ethnicity and Race**

Attainment and progress of all represented ethnic groups is monitored by the Inclusion Manager. Termly pupil progress meetings are used to monitor 'in year' progress of target groups and the impact of intervention. We ensure that the curriculum challenges racism and stereotypes. The school does not tolerate racism and any racist incidents are recorded and monitored (see Anti Bullying, Inclusion and Behaviour Policies).

### **Gender**

We monitor attainment and progress of all pupils by gender and plan for support/intervention where inequalities need to be addressed. We respond to any sexist bullying or sexual harassment in line with the school policies. An updated lesson observation pro-forma has been developed to monitor the learning activities, teaching input and questioning to ensure that there is a balance within lessons, for each gender.

### **Religion and Belief**

We promote respect and understanding of all faiths, through teaching the RE curriculum and active encouragement of all children to share their experiences, faiths and values. Children are given opportunities to develop a sense of identity in the diverse community within which they live. St. Mary's tackles prejudices relating to religious groups and/or communities. St. Mary's is a Church of England school, with an admission regarding Foundation places but it also welcomes children of all faiths and those with no faith, into the school community.

### **Sexual Orientation and Gender Identification**

St. Mary's is committed to providing a safe environment for all pupils. Children are given opportunities to develop awareness of Lesbian, Gay, Bisexual, Queer or Transgender issues and the diverse family make-ups that exist in our communities today through the use of key story books and PSHE lessons. The school tackles discrimination faced by pupils,

parents, volunteers and staff who are Lesbian, Gay, Bisexual, Queer and those who are Transgender and does not tolerate any type of bullying or harassment with regard to sexual orientation or gender identification.

### **Part 3: 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, observations 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 and they form a key part of our School Development Plan.

### **Evaluation of Objectives Set September 2015**

#### **Equality objective 1:**

- **In consultation with all stakeholders, to update and publish the schools vision and ethos**

Evaluation:

- *An INSET Day for staff and governors was led on 1<sup>st</sup> September 2015 by the Head Teacher and the Incumbent entitled 'Values, Mission, Vision and Ethos'.*
- *Following the training session a document entitled: " " was drafted to reflect the views of staff and governors in attendance on the INSET Day.*
- *The draft document was sent to all stakeholders during a period of consultation when the school received a small number of responses, largely positive, to the document*
- *The Head and Chair worked together to incorporate the feedback into the document and several redrafts were put before the governing body for approval before a final draft was agreed upon.*
- *The final draft was placed on the school website in September 2016 and a copy of which can be found in all classrooms.*

#### **Equality objective 2:**

- **To implement and monitor the new PSHE curriculum ensuring integration of the key messages and responsibilities of the Equality Act by July 2016**

Evaluation:

- In Spring 2016 the new **PSHE** curriculum was introduced. A staff meeting was led by Bryony Baron to introduce 'Jigsaw'.
- 'Jigsaw' the new PSHE curriculum addresses a whole-school approach, engaging pupils across the curriculum while creating an environment, through the school ethos, which fosters good relationships and well-being for pupils and staff.
- In September 2016 'Diversity Role Models' ran a workshop for year 1 - 6, actively seeking to prevent homophobic and transphobic bullying, challenging stereo types and the misuse of language, which linked in with PSHE and is meeting the requirements for the Equality Act 2010, Chapter 3(revised May 2014).
- The PSHE curriculum promotes inclusiveness of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation and gender identity, ensuring the integration and meeting of the key messages and responsibilities of the Equality Act 2010(revised May 2014).



- The PSHE Policy and the new PSHE curriculum will be evaluated in September 2017, when it has been taught for a whole school year.

### **Equality objective 3:**

- **To monitor attendance each term and ensure that club provision is accessible for children with disabilities (Y1-Y6)**

Evaluation:

Membership in clubs, year1 – year 6 is being recorded every term and vulnerable and hard to reach groups were analysed. The percentage of children participating in clubs is being recorded.

- **Pupil Premium:** (13) - 69% are attending at least one before or after school club
- **FSM Ever6:** (3)- 67% attend one club or more
- **SEND Groups:**  
*SEN Support:* (28) – 55% attend at least 1 club  
*Statement:* (2): 1pupil attends 6 clubs  
*Disability:* (17) - 25% attend between 1 and 6 clubs
- **Ethnicity:** 76% of all focus groups attended a club
- **EAL:** (38,Yr1-Yr6) – 33% attend at least 1 club
- **Gender:** After reviewing the after school clubs the percentage of females (63%) is still slightly higher than the participation of males (61%).
- There is generally good uptake in clubs on offer. An area of development is to continue encouraging more vulnerable children to attend clubs.

### **Equality objective 4:**

- **To seek specific feedback from parents and carers on the school's communication to ensure that information is accessible to all**

Evaluation:

Parent and pupil questionnaires have not yet been completed, but we have improved communication through

- Weekly 'In Touch' Newsletter,
- Exit Point', three times annually,
- Regular School Council meetings
- At least two members of SLT at the gate, mornings and afternoons
- Three parent evenings annually
- Regular FoSMs Meetings
- Contact with parents/carers by email, text and phone
- PACT Book
- Individual Parent/carer meetings

A questionnaire will be sent out next term to seek specific feedback from parents and carers on the school's communication to ensure that information is accessible to all.

### **Objectives set November 2016:**

1. Analyse school data effectively to ensure there is no disparity between achievement of ethnic groups within school.
2. Ensure that achievement of boys and girls is roughly equal, especially in writing.
3. Ensure all children are taught about world religions other than Christianity and they can compare and contrast beliefs of different religions.

4. Ensure that children are respectful of a range of sexual orientations and aware some people do not identify as the gender that they present.

Policy Reviewed by:

Name: **Miss Bryony Dullage - Inclusion Manager**

Date: **July 2014**

Formally adopted by Governors: **September 2014**

Suggested Date of Next review (Annually): **Sept 2015**

Policy last reviewed by:

Name: **Mrs Bryony Barron**

Date: **September to November 2015**

Formally agreed by Governors:

Suggested Date of Next review (Annually): **October 2016**

Policy last reviewed by:

Name: **Mrs Gabriele Estafanous**

Date: **29<sup>th</sup> November 2016**

Formally agreed by Governors:

Suggested Date of Next review (Annually): **October 2017**

## **Appendix 1**

### Record of consultation, engagement and training

<b>Date</b>	<b>Who we consulted</b>	<b>Summary</b>	<b>Action taken</b>
October 2011	All pupil, parents, staff and Governors	Surveys sent to all school community members to ask for views with regards to bullying and anti-bullying	Anti-bullying week established Nov 2011 Anti-bullying policy reviewed Jan – June 2012
December 2011	All parents, staff and Governors	Surveys sent to all to ask for views on disability and provision at St Mary's and volunteers asked to be part of working party	Working party set up, scheme rewritten, Disability Equality Committee established Parent support group established
March 2012	Sian Matthias: Head of Governor Services for WBC Bill Bolloten	Governor training in our responsibilities under the Equality Act	Fed back to school and the Governing Body
March 2012	Disability Equality Scheme Working party and ratified by the Governing body	DES completed and available for all members of the school community	DES working party wanted to establish themselves as a committee and to monitor the DES.
April 2012	Bill Bolloten – Equality Consultant Equality Governors	Equality Information statement and objectives prepared and approved for publishing	Equality Statement and Objectives published on school website.
May 2012	Bill Bolloten engaged to deliver Staff training	All staff to receive training on the 31 <sup>st</sup> May with regards to their duties under the Disability Equality Act	Staff training delivered.
March 2014	Bryony Dullage (Inclusion Manager) to deliver Staff training	Teaching staff to receive training on the 5 <sup>th</sup> March with regard to their duties under the Disability Equality Act	Staff training delivered. Accessibility Plan and Equality Information and Objectives shared.
March 2014	Bryony Dullage (Inclusion Manager) to deliver Staff training	Support staff to receive training on the 26 <sup>th</sup> March with regard to their duties under the Disability Equality Act	Staff training delivered. Accessibility Plan and Equality Information and Objectives shared.
May 2014	Bryony Dullage (Inclusion Manager) to deliver Staff training	Office/Admin staff to receive training on the 13 <sup>th</sup> May with regard to their duties under the Disability Equality Act	Staff training delivered. Accessibility Plan and Equality Information and Objectives shared.
June 2014	Wandsworth LA Advisors delivered voluntary staff training on 'Free' DVD from Stonewall (Lesbian, Gay and Bisexual Charity)	15 members of staff came for the training.	Inclusion of information from the DVD within PSHE curriculum when it is reviewed.
Jan 2015 June 2015	Cheryl Payne (Head Teacher) delivered training to all staff on Rights Respecting School Award. Staff Meeting on class	The school is working towards the first stage of the Rights Respecting School Award.	Steering group set up to include all members from all groups (children, staff, parents, Governors).

July 2015	charters. Presentation to Governors.		
March 2015	Cheryl Payne (Head Teacher), Deborah Brady and 15 children (from Y3 to Y6) attended Anti-bullying Ambassador training	Training for staff and pupils on being good Ambassadors for the school and leading activities and developments for anti-bullying.	Group meets at least every half term. The children lead assemblies and a focus Anti-bullying day each term.
June/July 2015	Parent/Carer Questionnaire Pupil Questionnaire Staff Questionnaire	<u>Key findings:</u> Parent/Carer responses – the schools approach is effective to anti-bullying (78%), to equality (87%), and to communication (77%) Pupils – Been picked on or bullied last year (20%), My schools says it's important to help people (90%). Staff – I know how to contribute to the schools goals (100%) The school deals with bullying effectively (100%) My school cares about my welfare (100%)	SLT to review findings and incorporate into SDP.
Sept 2015	School Ethos, Vision and Values – INSET delivered by Cheryl Payne (Head Teacher) with all staff and Governors	Review of the school's vision and ethos.	Present to parents and carers to seek input/ feedback.
Sept 2015	Prevent training (DSM - Cheryl Payne and DDMS Bryony Barron)	Training on the Prevent strategy, identifying vulnerable children and the channel referral system.	Feedback to staff and book whole staff training for spring 2016.
Oct 2015	Go Givers – Making sense of British Values. PSHE coordinator/Inclusion Manager training (Bryony Barron)	Excellent training day looking at SMSC, citizenship and British values in schools.	Information to be disseminated to staff at meeting and incorporated into the new PSHE curriculum.
Nov 2015	INSET - Essential Awareness and Response to Bullying of Children - NSPCC training for all teaching staff and 4 support staff	Training to identify types and indicators of bullying, impact of bullying, and the school's policy and procedures.	Anti-bullying Policy is up to date and staff are familiar with policy and practice.
January 2016	Bryony Barron delivered a staff meeting for class teachers.	New PSHE Scheme of Work: Jigsaw.	Class teachers are using the scheme to inform planning.
February 2016	Simon Cornwall (PREVENT Co-ordinator) delivered a staff training session.	Training to ensure staff and governors were aware of the new PEVENT Strategy and how to identify and support children and families at risk.	Staff and governors are aware of the procedures that should be followed in the event of a PREVENT concern.
February 2016	Bryony Barron led training for class teachers	A session was delivered on the composition of SMART targets.	Progress can be measured accurately

			against targets which are SMART.
May 2016	A training session was planned for teaching staff.	The procedure and policy for pupils with asthma.	The session was cancelled by the School Nurse and needs to be rescheduled.
September 2016	Diversity Role Models Running workshops for pupils in year 1-6	Diversity Role Models actively seek to prevent homophobic and transphobic bullying in UK schools. They stop bullying before it happens by educating young people about difference, challenging stereotypes and addressing the misuse of language.	St Mary's has become an Ambassador for 'Diversity Role Models'.
October 2016	Diversity Role Models	The school was approached to become a Diversity Role Model Ambassador.	The school is awaiting certification as a DRM Ambassador.
November 2016	Diocesan Head Teacher's Meeting	The Head Teacher and Education Officer at Diversity Role Models addressed Head Teachers on the Equality Act and in particular around Sexual Orientation and Gender Reassignment.	Numerous schools in the Diocese signed up to gain more information from DRM and it is hoped that the Charity will have access to many more pupils in the Diocese as a result of the session.
June 2017	Free2b Alliance	Free2B Alliance is a London based Community Interest Company, supporting LGBTQ+ young people and parents and empowering them to work with us in delivering awareness training. We challenge homophobia, biphobia & transphobia, fostering an inclusive environment within education establishments and organisations across the sectors.	Session 1 of HBT Anti-Bullying Training undertaken with Teaching Staff led by Nicky Ryan from the Free2b Alliance
November 2017	Free2b Alliance	Free2B Alliance is a London based Community Interest Company, supporting LGBTQ+ young people and parents and empowering them to work with us in delivering awareness training. We challenge homophobia, biphobia & transphobia, fostering an	Session 1 of HBT Anti-Bullying Training undertaken with Teaching Staff led by Nicky Ryan from the Free2b Alliance

		inclusive environment within education establishments and organisations across the sectors.	
December 2017	Diversity Role Models Running workshops for pupils in year 1-6	Diversity Role Models actively seek to prevent homophobic and transphobic bullying in UK schools. They stop bullying before it happens by educating young people about difference, challenging stereotypes and addressing the misuse of language.	St Mary's has become an Ambassador for 'Diversity Role Models'.