



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

# **Equality Information and Objectives**

*Vision: Delivering excellence, allowing all to flourish*  
*Mission: Creating a culture of wonder, guided by Christian faith*  
*Values: Endurance, Compassion, Thankfulness*

November 2022

## **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 favourable 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: **Kerry Dunford**

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Email: [kdunford.212@lgflmail.org](mailto:kdunford.212@lgflmail.org)

Please check the school website for an up to date list of Governors with responsibility for Equality and Inclusion.

Email: [info@st-marys-putney.wandsworth.sch.uk](mailto:info@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: 216

### 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 including colour, nationality, ethnic or national origin
- 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          | 101 |
| Female        | 115 |

| <b>Pupils identified with a Special Educational Need (SEN)</b> |                         |                               |
|--|-------------------------|-------------------------------|
|  | <b>Number of pupils</b> | <b>% of school population</b> |
| No Special Education Need                                      | 184                     | 85.3%                         |
| SEN Support  | 28                      | 12.9%                         |
| Education and Health Care Plan                                 | 4                       | 1.8%                          |

### **Religion and Belief**

|                |     |
|----------------|-----|
| Christianity   | 165 |
| Hinduism       | 2   |
| Muslim         | 11  |
| Buddhist       | 1   |
| Other religion | 7   |
| No Religion    | 19  |
| Unknown        | 11  |

| Ethnicity                    |      |       |       |                           |      |       |       |
|------------------------------|------|-------|-------|---------------------------|------|-------|-------|
|                              | Boys | Girls | Total |                           | Boys | Girls | Total |
| Any Other Asian Background   | 2    | 5     | 7     | Pakistani                 | 2    | 3     | 5     |
| Any Other Mixed Background   | 1    | 2     | 3     | White British             | 56   | 55    | 111   |
| Black Caribbean              | 3    | 0     | 3     | White Irish               | 0    | 1     | 1     |
| Chinese                      | 2    | 3     | 5     | White and Black African   | 0    | 2     | 2     |
| Indian                       | 2    | 0     | 2     | White and Black Caribbean | 2    | 2     | 4     |
| Latin/South/Central American | 1    | 2     | 3     | White Eastern European    | 4    | 13    | 17    |
| Black African                | 5    | 1     | 6     | White Other               | 4    | 6     | 10    |
| Other Ethnic Group           | 4    | 2     | 4     | White Western European    | 8    | 5     | 13    |
| White and Asian              | 5    | 10    | 15    | Turkish                   | 3    | 0     | 3     |
|                              |      |       |       | No information obtained   | 2    | 0     | 2     |

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:

| Pupil with English as an additional language (EAL) |         |       |       |                        |
|--|---------|-------|-------|------------------------|
|  | Females | Males | Total | % of school population |
| Number of EAL pupils                               | 26      | 20    | 46    | 21.2%                  |

| <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)  | 10             | 8            | 18           | 8.3%                          |
| Have been in receipt of FSM in the last 6 years - Ever 6 (excluding current FSM) | 1              | 0            | 1            | 0.4%                          |
| In receipt of Early Years Pupil Premium  | 1              | 0            | 1            | 0.4%                          |
| In receipt of Services Premium   | 4              | 1            | 5            | 2.3%                          |
| In receipt of Pupil Premium - Looked After Children                              | 0              | 0            | 0            | 0                             |
| In receipt of Pupil Premium - post adoption                                      | 0              | 0            | 0            | 0                             |

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

|                       | <b>Total</b> | <b>% of school population</b> |
|-----------------------|--------------|-------------------------------|
| Looked After Children | 0            | 0                             |
| 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, 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.

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 SEND 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: 18 (8.3%% of school pupil population)

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

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).

### SEND 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.

### **Objectives Set for 2022/2023 – subject to approval**

Equality objective 1:

- To develop a whole school approach to equality diversity and inclusion – SDP objective 10

Equality objective 2:

- To improve outcomes for EAL pupils – SDP objective 11

Equality objective 3:

- To monitor and ensure there is membership of vulnerable or hard-to-reach groups in after school club provision

Equality objective 4:

- 4. To promote understanding of and respect for differences

A progress review of these objectives will be carried out in July 2023 and findings reported in the Equality Information and Objectives Policy.



### Monitoring and Review

The Inclusion Manager, Kerry Dunford, will review this policy every year as well as responding to trends/changes in legislation or policy that suggest the need for earlier review. The Leadership and Management committee has oversight of this policy.

| Name/s and job title of reviewer      | Date of review | Date of governor approval | Suggested date for review |
|---------------------------------------|----------------|---------------------------|---------------------------|
| Mrs Kerry Dunford - Inclusion Manager | November 2018  | November 2018             | November 2019             |
| Mrs Kerry Dunford - Inclusion Manager | November 2019  | November 2019             | November 2020             |
| Mrs Kerry Dunford - Inclusion Manager | November 2022  | November 2022             | September 2023            |
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