Equality information and objectives

Updated: March 2018
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: **462 (including part time Nursery)**

**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.

<table>
<thead>
<tr>
<th>Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.’</td>
</tr>
</tbody>
</table>

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

- Visual Impairment
- Hearing Impairment
- Physical Disability

**Pupil Special Educational Needs (SEN) Provision**

<table>
<thead>
<tr>
<th></th>
<th>Number of pupils</th>
<th>Percentage (%) of school population</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Special Education Need</td>
<td>385</td>
<td>83.3%</td>
</tr>
<tr>
<td>SEN School Support</td>
<td>77</td>
<td>16.6%</td>
</tr>
<tr>
<td>Education and Health Care Plan</td>
<td>2</td>
<td>0.4%</td>
</tr>
</tbody>
</table>
**Ethnicity and race**

At Bond Primary School we have a diverse population, with children from many different heritages, including Asian, Black African, Black Caribbean, White British and children of mixed heritage.

Our children speak many different languages (44 different languages spoken – Census January 2018 data) – the main languages spoken are English, Tamil, Urdu, Polish and Twi.

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**Gender**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>242</td>
</tr>
<tr>
<td>Female</td>
<td>220</td>
</tr>
</tbody>
</table>

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**Religion and Belief**

At Bond many different faiths are represented – the main faiths are Christian, Hindu and Muslim.

We do not collect data on sexual orientation

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**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."

**Pupil with English as an additional language (EAL)**

About 64% of the school population have English as an additional language. Each year we have a number of new entrants at Key Stage 1 and Key Stage 2, who are at an early stage of English language acquisition.

**Pupils from low-income backgrounds**

About 30% of our children are eligible for free school meals (Pupil Premium)

**Looked after children**

Currently we have no children who are Looked After.
Other vulnerable groups

We have a small number of children who access other support.

Part 2: 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 will be having 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 clearly outlines the rewards and sanctions for pupils.
- 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, 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 means that classroom location will be changed to make rooms accessible to all pupils.
- Our admission arrangements are subject to the terms and conditions of the London Borough of Merton to avoid discrimination and promote equality.
- 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 outlines expectations for all.
- We target underachieving groups with interventions and booster sessions.
- We work with Merton Traveller Service Team to strengthen links with the local community.
- We have a Community Cohesion Policy that outlines how we promote links with schools in other areas of the UK.
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)

- Disabled pupils achieve well and make good progress in all subject areas. Attainment is average or above.

**How we advance equality of opportunity:**

- We support disabled learners and staff by meeting their individual needs.
- We take steps to ensure that disabled pupils are not put at a disadvantage compared to other pupils eg teachers wear a radio transmitter to support children with hearing impairment.
- 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.
- Children with special educational needs are given SEN Support Plans and additional adult support.

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

- The school promotes the spiritual, moral, social and cultural development of all pupils through assemblies, SEAL curriculum etc.
- We have 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 eg visit from a Paralympian.
- We ensure that the curriculum and displays around the school have positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability.
- We collaborate with Cricket Green Special School to develop the arts curriculum.

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

- Pupil survey data indicates that most pupils are happy and secure in their learning environment.
- Most children with special educational needs make good progress.
- We will continue to monitor individual needs and put in place programmes to meet these needs.
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)

- Tamil speaking pupils achieve well and make good progress at the end of Key Stage 2.
- We are aware of some pupil groups who need to make faster progress.

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 identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We link with groups, organisations and projects in the local community eg ‘Shine’ on Saturday, Polka Theatre.
- We provide adult support for children who are learning English as an additional language.
- All teachers promote language development through the curriculum for all children eg good quality visual support, ‘signalong’ in Early Years.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils through eg assemblies, Heritage Week.
- We have 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 eg Book Weeks always include texts from other cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.
- We record incidents of harassment on the basis of race, ethnicity and culture. These are reported to the local authority.
- We organise monthly parent Coffee Mornings to support parents’ understanding of school life.
- We provide literacy, numeracy, ICT courses for parents in school with the support of Merton College.

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

- EAL pupils achieve well by the end of Key Stage 2
- The school is a harmonious community, where all children feel included and accepted
- Parent Coffee Mornings are attended by a diverse group of parents
- Parents feel more able to support their children’s education.
- We will increase the percentage of children working at greater depth at Key Stage 2, including children learning English as an additional language.
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)

- Attainment at Key Stage 2 (2017 data) shows that our boys are performed better than girls – in Mathematics, Reading and Writing 60% of boys and 54% of girls reached the expected standard. (National 2017 girls = 65% and boys = 57%) However, more girls than boys reached the expected standard in Writing – 71% and 63% respectively, and in Maths 46% of girls and 47% of boys reached the higher standard.
- Progress scores from KS1 to KS2 (2017 data) show that boys made better progress than girls in Reading (+1.7 and +0.3) and in Maths (+7.6 and +6.3). Girls made better progress in Writing (+0.3 and -1.5).
- Both boys and girls are members of the School Council and are consulted on issues that might affect their achievement or wellbeing.

**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 are identifying and addressing barriers to the participation of boys and girls in activities eg boys’ reading group, girls’ reading group.
- We are developing particular initiatives to tackle boys’ attitudes to school and learning, eg by promoting male role models in education, young male students from a local independent school work with some pupils on a weekly basis.
- 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.
- 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?**

- Boys and girls access additional school clubs eg wildlife club, cooking, ICT
- Selecting topics which will engage boys with writing eg ‘Pirates’, Dinosaurs, Super Heroes and Explorers

**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 come from a diversity of faith backgrounds.
- 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.

How we advance equality of opportunity:

- The school is tacking any barriers that might prevent pupils with particular beliefs from taking a full part in school life eg adaptations to school uniform.
- 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 a broad and balanced curriculum.
- We use the RE / PHSE curriculum to give the children an understanding of different religions and respect for all no matter what they believe or do not believe.

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 respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Assemblies and visits to local faith communities eg. the church, the mosque, the synagogue to enable children to develop respect for other faiths.
- We tackle prejudices relating to racism, including those that are directed towards religious groups and communities.

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

- Parents from all faith communities, and none, are confident to approach the school for help and advice.
- Children at Bond are proud of their heritage and beliefs and are willing to share their experiences.
- We plan to invite visitors from other faith communities to talk to children.

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 do not collect data about sexual orientation.
- Our school ethos celebrates difference and diversity as a way of developing tolerance, understanding and respect for one another.

How we advance equality of opportunity and foster good relations:
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:

To further improve the outcomes for disadvantaged children (especially those who have SEN) so that the gap between this group and non-disadvantaged children reduces and is ultimately closed.

Why we have chosen this objective:

Some disadvantaged pupils, particularly those with SEN, underperform academically compared to non-disadvantaged children. By targeting this group of pupils we intend to reduce the attainment gap (in all subjects) of pupils supported through the pupil premium.

To achieve this objective we plan to:
- Ensure this is a focus target in the SDP
- School leaders and the SENCo regularly monitor the progress and attainment of this group of children so that timely and relevant action can be taken as a result
- Ensure funding for disadvantages children is focussed on facilitating better outcomes

Equality Objective 2:

To ensure the School Council effectively gathers, shares and represents the views of pupils so that Pupil Voice contributes to the on-going development of the school.

Why we have chosen this objective:

To strengthen Pupil Voice across the school

To achieve this objective we plan to:
- Raise the profile of the School Council
- Train School Councillors in Key Stage 2 to support younger Councillors in gathering and sharing information
- Regularly monitor the effectiveness of the School Council through obtaining Pupil Voice from across the school