



# **St. John Fisher RC Primary School**

## **Equality information and objectives**

**2018-2019**

## 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.

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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: 449

### 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: **59**

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

- Visual and Hearing Impairments; Dual Sensory Needs
- Speech, Language and Communication Needs
- Epilepsy, Diabetes, Asthma, Autism, ADHD, Coeliac Disease, Aspergers, Downs Syndrome, Gross Motor Coordination

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population (figures have been rounded)
No Special Education Need	399	86%
SEN Support Code (K)	62	13%
Statement/EHCP	12	2%

Ethnicity and race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Mixed			

Bangladeshi heritage	0	1	1	Other mixed heritage	7	6	13
Indian heritage	2	0	2	White and Asian	10	6	16
Other Asian heritage	12	3	15	White and Black African	1	8	9
Pakistani heritage	1	1	2	White and Black Caribbean	0	6	6
<b>Black or Black British</b>				<b>Any Other Ethnic Group</b>	2	4	6
Black African	5	6	11	<b>White</b>			
				British heritage	105	118	223
				Irish heritage	8	5	13
Black Caribbean	1		1	White Other	58	61	119
Other Black heritage	2	1	3				
<b>Chinese</b>	6	3	9	Gypsy/Roma			0
				Traveller of Irish heritage			0

<b>Gender</b>	
Male	220
Female	229

<b>Pregnancy and maternity</b>	
	<b>Number of pupils</b>
Pupils who are pregnant	<b>0</b>
Pupils who have recently given birth	<b>0</b>

<b>Religion and Belief</b>			
Buddhist	<b>0</b>	Sikh	<b>0</b>
Christian	<b>438</b>	No religion	<b>3</b>
Hindu	<b>1</b>	Other religion	<b>8</b>
Jewish	<b>0</b>	Unknown	<b>0</b>
Muslim	<b>4</b>		

### **Gender identity or reassignment**

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

### **Sexual orientation**

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

**All numbers and percentages were taken from the Spring 2018 School Census**

## 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			<b>161</b>	<b>34%</b>
Number of pupils who are at an early stage of English language acquisition			<b>30</b>	<b>6%</b>

<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			<b>30</b>	<b>6%</b>

### Looked after children

<b>5</b>
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### Young carers

<b>5</b>
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### Other vulnerable groups

<b>None at present</b>
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## Part 2: Our main equality challenges

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

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

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

1. **Provision for pupils for whom English is an additional language**
2. **Achievement for disadvantaged pupils from low income families**
3. **Training for staff and governors on Equality and Diversity**
4. **Preventing prejudice and promoting mutual understanding through the curriculum**

## 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.

- In every full Governing Body meeting, the governors consider whether any issues discussed have an equality angle
- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We aim to provide our governing body with 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 treats all children fairly and takes into consideration their ethnicity, culture and ability.
- We have a school anti-bullying policy (included in the behaviour policy) with a focus on mutual respect, good relations between boys and girls, an absence of prejudice-related bullying (including sexual and homophobic harassment) and incidents including discriminatory and offensive language.
- We deal promptly and effectively with all incidents and complaints of bullying and on 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 any 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 a Disability & Accessibility plan which ensures that all people in the school organisation are supported to develop their full potential.
- Our admission arrangements are those set out by the LA and the Diocese, giving priority to pupils with special educational needs or in care.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct which states that unfair discrimination and prejudice of any kind will not be tolerated.

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

## Disability

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

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

- Progress of SEN children is overall positive and continues to be something we are monitoring. Families continue to be happy with the provision for SEN children and are satisfied with progress. Children are well prepared for secondary school.
- The school continues to maintain the focus on SEN, working to ensure they are making equal progress compared to non-SEN children.
- The relationships between disabled pupils and others is very good. (Please see Disability & Accessibility Action Plan)
- We support and monitor children with SEND.
- All children, including those with a disability, work collaboratively, sharing all learning and social opportunities together. Children at St John Fisher School accept and embrace all children, regardless of gender, gender orientation, disability, ethnicity or religious beliefs.

## How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils. This includes in our ELSA (Emotional Literacy Support Assistant) programme carried out by a specialist

Teaching Assistant who has had experience and training in supporting children's emotional and social development.

- Detailed Provision Mapping identifies the intervention programmes for groups and individuals.
- 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.

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

- The school promotes the spiritual, moral, social and cultural development of all pupils via assemblies, PSHE and RE lessons, a wide range of extra-curricular and cultural activities and by promoting a climate which enables pupils to appreciate their own worth and that of others.
- We have developed 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 ensure that the curriculum has positive images of disabled people.
- We endeavour to prevent any bullying or harassment on the basis of special education need or disability by teaching about non-prejudice in PSHE and RE lessons and assemblies
- We tackle prejudice and any incidents of bullying based on disability or SEN promptly and sensitively.

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

- We are committed to working for the equality of people with and without disabilities.
- We annually review our disability & accessibility action plan to ensure that all physical barriers to learning are removed.
- We believe that as far as possible we achieve equality of opportunity for disabled pupils.
- Children with the range of needs feel confident, happy and safe in school and make good progress.

## **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)

- Performance against national and local benchmarks is above average.
- We involve and consult pupils and, families from different ethnic and cultural backgrounds on issues that might affect pupil achievement or wellbeing.

### **How we advance equality of opportunity:**

- We monitor the attainment and progress of all our pupils by ethnicity and we are vigilant for trends of under-achievement among particular groups.
- 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 involve parents, carers and families in initiatives and interventions including EAL parents to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.

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

- The school has a strong Catholic ethos and policy on Community Cohesion through which it promotes the spiritual, moral, social and cultural development of all pupils.
- We have a curriculum that supports all pupils to understand British Values, promoting respect and valuing 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 celebrations and special events such as international evenings.
- We take part in events such as Black History Month.
- British Values are promoted throughout the curriculum and are supported by resources that reflect the diverse communities of modern Britain.
- The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture, involving parents and keeping a record in order to inform the LA and governing body.
- All staff have received Responding to Derogatory Language training.
- We offer parents workshops in supporting parents to respond to derogatory language.

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

- We have no major incidents of bullying or harassment on the basis of race, ethnicity or culture.
- The school has a close relationship with the Church.

## **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)

- The school priorities are to work to close the gap between girls and boys working at greater depth in writing and increase girls attainment and progress in Maths.
- We consult boys and girls 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 and are vigilant for any disparities between boys and girls.
- Neither boys nor girls are treated as homogeneous groups.
- We actively teach the children that boys and girls should be treated equally
- 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.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- 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.
- As a school we have gender neutral uniform choices available to all.

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

- The school promotes the spiritual, moral, social and cultural development of all pupils through Personal, Social & Health Education (PSHE) lessons, the Social & Emotional Aspects of Learning (SEAL) programme, Nurture Groups, British Values, the general curriculum and school assemblies.
- 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 the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- The school runs a variety of extra-curricular activities. Attendance at these clubs is broadly equal amongst boys and girls.
- All staff have received Responding to Derogatory Language training.
- We offer parents workshops in supporting parents to respond to derogatory language.

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

- We will continue to be committed to equality of opportunity for men and women, boys and girls
- The school recognise the need for improved attainment for girls at greater depth in maths and boys in writing. Work has already begun to establish new initiative through extended work with the Catholic Deanery.

## Gender identity or reassignment

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

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

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

## Pregnancy and maternity

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

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

- We would deal with this sensitively if it arose.

## 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)

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

#### **How we advance equality of opportunity:**

- We tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life.
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- The school believe that it is important to actively participate in a range of activities as part of the local school cluster.

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

- Through assemblies, PSHE lessons, British Values and the school actively promotes the spiritual, moral, social and cultural development of all pupils.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- If they arose, we would tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.
- All teaching staff have received Responding to Derogatory Language training.
- We offer parents workshops in supporting parents to respond to derogatory language.

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

- We have a strong feeling of community cohesion.
- We aim to continue our spiritual, moral, social and cultural evaluate provision and to promote equality based on religion belief and non-belief.
- We are looking to broaden enrichment opportunities for other faiths.

## Sexual orientation

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

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

- We have no knowledge of any significant inequalities or other concerns.
- We teach the children about prejudice-related bullying and the use of inappropriate language through assemblies and PSHE lessons.
- Our school ethos includes celebrating difference and diversity as a way of developing tolerance, understanding and respect for one another.
- Our school ethos is based on love and children are taught to celebrate difference and ensure that they do not judge others based on difference.

### **How we advance equality of opportunity:**

- Diversity and inclusion are threaded through the curriculum.
- We tackle and challenge misconceptions whenever/however they arise in order to educate against prejudice.
- We report homophobic incidents when they occur on a termly basis to the Local Authority.

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

- The school promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum.
- All staff, including lunchtime supervisors and teaching assistants, are trained in how to deal with homophobic language and how to work positively with different families.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.
- All teaching staff have received Responding to Derogatory Language training.
- We offer parents workshops in supporting parents to respond to derogatory language.

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

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

## Part 4: Consultation and engagement

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

Our main activities for consulting and engaging are:

- Parents Forum, open door policy inviting parents and carers to express their points of view and raise issues of concern, including equality issues.
- Senior Leadership Team involved in reviewing equality objectives
- School Council involvement
- Chaplaincy Team involvement
- Pupil Voice surveys
- Parent surveys

## 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: Provide training for staff and governors on equality and diversity**

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

- We hold regular staff meetings to train staff on teaching about tolerance, respect and awareness of equality issues e.g. anti-homophobia and anti-racism
- We carry out a British Values Audit annually and implement an action plan to ensure that all staff are up to date with equality issues in our society
- We hold regular assemblies to promote British Values.
- We ensure that the focus for Anti-Bullying Week includes themes such as anti-homophobia and understanding children with SEN and disabilities these themes are consolidated throughout the year.
- We actively challenge derogatory and homophobic language.
- We provide training for staff and governors on equality issues and legal requirements

## **Equality objective 2: Improve provision for pupils for whom English is an additional language**

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

- We employ Teachers and Teaching Assistants with specialist knowledge of EAL to support children with EAL in the classroom.
- We employ an Early Years Teaching Assistant to work with children in Reception who are still at the early stages of learning English.
- We implement interventions across the school such as Bradford Talking Partners to support children with EAL.
- We organise EAL workshops/drop-ins for parents to show them how to support their children.
- We run a family learning project for Nursery to promote and support good language acquisition.
- We draw on the support and experience of some EAL parents who now have a good command of English to support newly arrived children who have no spoken English and help them settle in during their first few weeks.
- We offer a text based Literacy curriculum to close the gap for pupils who don't have access to English texts at home.

## **Equality objective 3: Monitor the achievement of pupils from low income and disadvantaged families**

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

- At our termly Tracking Progress meetings, we always discuss the progress of pupils who receive Pupil Premium (PP) funding or who are disadvantaged and ensure that they receive adequate resources to help them make progress in line with their peers
- We carry out Pupil Voice surveys with disadvantaged children to find out what else we can do to help them improve their learning
- Our more able disadvantaged children are offered opportunities as well as the less able children to ensure progress.

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

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

This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

### **Additional information**

#### **Policies and procedures**

- We have a range of related policies and procedures which are available on the school website.

## **Recruitment and selection of staff**

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