

ABBOTSBURY PRIMARY SCHOOL

Equality information and objectives

Updated on: January 2016

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 on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact:

Ro Maybury (Member of staff with responsibility for equality issues)

Tel: 02086401010

Email: abbotsburyprimary@merton.sch.uk

Les Wells (Member of governing body with responsibility for equality issues. A community Governor who is also a local minister)

Contact via the school

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: 448

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.

In the school we speak 45 languages. This can be broken down into 13 European languages, 13 African languages and 19 Asian languages. The largest group of children, after English, speak Urdu (21%)

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:

69% of children speak English as an additional language and for many children English is their 3rd language. After Urdu, other significant languages spoken are Tamil, Polish and Bengali.

71 children are eligible for free school meals. However being in the lowest 30% of deprivation nationally the reality is that there are many more than that on low income.

Looked after children

We currently have 0 looked after children.

Young carers

We have 1 large family who have children registered as young carers

Other vulnerable groups

We have a number of children with child protection plans and who have been referred to services such as CAMHs, Jigsaw4U, TAMHS and Transforming Families.

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 2012 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- We have a school behaviour policy that promotes good behaviour and provides sanctions for poor behaviour
- We have an anti-bullying policy that promotes positive relationships and has a statement about what we believe constitutes bullying and what will happen as a result of this
- We deal promptly and effectively with incidents and complaints of bullying and harassment that may include cyber bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion, and belief and sexual orientation. We keep a record of all such incidents (if they occur) and notify those affected of the action we have taken
- We celebrate anti-bullying each year
- We have a SEN policy
- We have an Accessibility Plan
- We aim to observe and implement the principles of equal opportunities and non discrimination our employment practices
- We have procedures for addressing staff discipline, conduct and grievances

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)

In the academic year 14/15 we have focussed on a number of groups to ensure that they improve attainment and make expected progress. These groups have been white British children from low socio economic backgrounds (Pupil Premium), poor attenders and we have also been monitoring our Bangladeshi group. We support and monitor children with SEN and children for whom English is a second or third language, and ensure that all groups have the same access to the curriculum and opportunities in school. Maths and literacy has been a whole school target but this year we will be focussing on literacy and more able pupils. We have supported these pupils with Pupil Premium money by employing extra staff for small groups and providing fruit tuckshop and breakfast club.

How we advance equality of opportunity:

We provide small group work and interventions and have had the opportunity to buy in expertise and have a resident writer who is supporting us with the improvement of writing. We ensure that focus groups receive specific support in class from both CT and TAs and include them in the Appraisal objectives and through tracking progress each half term. The SENCo and EAL teachers support specific groups and work alongside CT, giving advice and support. We have close links with the LA's special schools who advise us when necessary.

How we foster good relations and promote community cohesion:

Policy for Equality (covering community cohesion), which we will still keep as good practice.

Close links with the Baitul Futuh Mosque, Morden Baptist Church, The Parish of Morden, The Christian Resource and more recently with Manor House Care Home. Our Community Governor (LA) is a local minister, Rev Les Wells.

Part of St Helier School's Community Cluster, holding events for all 4 schools to join in together, including our neighbouring Special School.

Awareness Week, Anti Bullying Week and Multi Cultural Week.

A variety of visitors for assembly and festivals celebrated.

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

Abbotsbury is a very happy and welcoming school. We have a diverse population that we are very proud of, and our children and staff respect the diversity and see it as an advantage to be celebrated.

We are involved in our community in a positive way and have close links with many establishments, to mutual advantage.

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)

Despite relatively low starting points at FS, the majority of our EAL children progress to attain national benchmarks by the time that they leave school. Our Value added figures are highest for our EAL children and specifically our Pakistani children.

How we advance equality of opportunity:

We have a teacher who is in charge of Inclusion. She is in her second year as SENCo and EAL lead, but as the population has changed and the school filled up, so less movement, the role has changed and is heavier on SEN than EAL. We have a member of staff shadowing her EAL role and learning about the role as she supports, so groups of children are still supported with EAL and the teacher supports individual CT with work/resources and ideas. The children's progress is closely tracked and any groups identified, given support. We make curriculum choices that reflect the diversity of the school and promote awareness and understanding.

How we foster good relations and promote community cohesion:

We do this in the ways mentioned in the previous section plus...

Using dual signage around the school

Sending staff on specific training (Bradford Talking Partners)

Dual language books

Reading books for parents to share in their own language with supplied questions to ask

Translating newsletters

Website in various languages

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

**Improved provision for our EAL learners by delivering targeted and prioritised support.
We intend to continue to support our EAL community.**

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)

We have a number of religions in the school community, but there has not been a significant group that is showing gaps in attainment.

How we advance equality of opportunity:

We teach according to the Agreed Syllabus. We celebrate the festivals of the main religions represented in school. At Abbotsbury we foster a respect for each others' cultures, religions and beliefs. This has been noted by the children in pupil questionnaires.

How we foster good relations and promote community cohesion:

As mentioned, we have close links with the Mosque and the Baptist Church and have a variety of visitors in to discuss their beliefs and festivals. We celebrate the festivals represented by the religions in school and encourage the children to share their beliefs in school.

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

A mutual respect for each other and a feeling of ease and acceptance. Learning about other religions and ways of life. Our children are involved in the community outside the school building and see their place in it.

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 are not aware that we have any LGBT pupils in school, or families, at the moment that fit into this category.
We are a very inclusive school and celebrate all types of families and encourage appropriate discussion about family make up and groupings.**

How we advance equality of opportunity:

**We have had children make two Mothers' Day cards.
Our PSHE Scheme of work for Year 1 has a learning objective of 'knowing there are different types of families' and this is expanded upon in year 3.**

How we foster good relations and promote community cohesion:

We support pupils to develop skills to be confident learners and accepting of one another's lifestyles and beliefs, through PSHE, RE, Thinking Schools and SEAL/Miss Dorothy. All children are given time to speak and share ideas and feel included and to know it is alright to be different. Any use of homophobic language is very rare, but when it has occurred it is dealt with immediately by the HT and recorded. We work with positive role models to help reduce bullying and acknowledge Anti bullying Day.

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

We are a very happy school where staff pupils and parents feel supported. We are very inclusive and tolerant of peoples' belief and feelings. Our School's Council are very active and regularly bring projects or concerns to the attention of SLT.

Part 3: 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:

- **Newsletters**
- **Parents' Evenings**
- **Questionnaires**
- **School's Council**
- **Assemblies**
- **Staff Meetings**

This document will be added to and a record provided of any consultations made from September 2015.

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
Sept '15	Staff	New creative approach to setting homework	Take Away homework introduced
Oct '15	Children	What we could do to support the refugee crisis	Children collected shoe boxes filled with toiletries for refugees coming to Merton
Oct '15	Parents on Homework Club	Parents wanted h/w club	h/w club is run 3 days a week after school
Nov '15	Children	SDP. How can we improve things/standards in our school	Children wrote child friendly SDP

Part 4: Record of how we have considered equality issues when making decisions

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

This format will be used to keep a record of equality issues and decisions from September 2015.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Sept '15	Homework policy/change	A mixture of tasks for all abilities and interests. Both creative and IT/science based	New h/w introduced
Oct '15	To include work scrutiny in Progress Meetings	Look for balanced curriculum. All children making progress. Consistent marking	Feed-back given to teachers.
Oct '15	Payments for non-educational/out of hours trips	Consideration for parents who can't meet deadlines for Activity Week/Kingswood payments	New specific arrangements made for those parents.
Oct '15	Children not having time/space/support or resources at home for h/w	A way of helping these children with their h/w	Homework club after school for everyone from Yr1 free of charge
On going	Breakfast Club/fruit tuck for all	All children fit to learn and able to have fruit and breakfast.	Supplied for Pupil Premium children
Oct '15	Highlight British Values in school and look for evidence	All children know and respect British Values as our school values	Assemblies Display

Part 5: 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 narrow the gap between school and national attainment for boys, particularly in literacy.**

Progress we are making on this objective/Plans for this year

**We are tracking progress very closely and plan to put into place extra small group work and 1:1 tuition.
We are trying to source good quality training for looking at boys and their performance in literacy.
Increase staff awareness of the performance/progress of groups via SIMs and Harts for Learning
Finding ways of making access to the New Curriculum appropriate for the group**

Equality objective 2:

- **To narrow the gap between our poorest achieving ethnic group, children from Brazil, and the rest.**

Progress we are making on this objective/ Plans for this year

**Staff meeting to consider ways that we can facilitate the improvement of this group's attainment and progress.
Consult with other HT to get ideas and advise about what they run in their schools.
Use pupil premium money, where appropriate, to buy extra tuition for small groups and 1:1 tuition.
Consider ways of getting parents more involved with their learning.
Track progress and attainment half termly.
Increase staff awareness of the performance/progress of groups via SIMs and Harts for Learning
Finding ways of making access to the New Curriculum appropriate for the group**