



## **BOND PRIMARY SCHOOL**

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# **Equality information and objectives**

**Updated: January 2023**

## 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 pupil's 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 direct discrimination, indirect discrimination, harassment or victimisation because of their age; disability; their gender identity or reassignment; their marital or civil partnership status; being pregnant or maternity status; their race; their religion or beliefs; their sex; their sexual orientation.
- Our whole school values of Respect, Integrity, Equality and Excellence feed into all we do.

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 are aware of the governments Equality, Diversity and Inclusion Strategy 2020 to 2024 and review our practise.

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.

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

Current number of pupils on roll at the school: **387 (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.

#### 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.'

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		
	Number of pupils	Percentage (%) of school population
No Special Education Need	308	79.5%
SEN School Support	68	17.5%
Education and Health Care Plan	11	3%

## Ethnicity and race

### 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 (at least 40 different languages spoken) – the main languages spoken are English, Tamil, Urdu, Polish and Twi.

Gender	
Male	53.7%
Female	46.3%

## Religion and Belief

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

We do not collect data on sexual orientation

## 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 78% of the school population have English as an additional language. This is way above the national average. 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 35% of our children are eligible for free school meals  
35% are in receipt of pupil premium

### Looked after children

We have no looked after children

## 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, religion and belief and sex or gender identity 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 deal promptly and effectively with all one-off prejudice related incidents or prejudice related incidents without a specific target, as we recognise these are not necessarily the same as bullying. 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 these 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.

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.

## **SEND/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)

- SEND pupils make less than expected progress from KS1 to KS2 in all subjects when compared to all children.
- 2019 KS2 cohort no children receiving SEN support achieved expected standard in reading writing and maths
- 13% of SEN support cohort achieved expected standard in English, grammar, punctuation and spelling (2019)
- Amendments to provision and new systems 2020-2021, has enable SEND children to begin to make progress their learning.

### **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 e.g. 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 SEND Support Plans and additional adult support.
- We put in targeted support and additional support to those who need it.

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

- The school promotes the spiritual, moral, social and cultural development of all pupils through assemblies, enrichment opportunities, 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.
- 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 record incidents of harassment on the basis of race, ethnicity and culture. These are reported to the local authority

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

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### **Our in house pupil surveys still hold true to the following Ofsted 2019 commentary:**

- **Ofsted 2019:** Pupils feel safe in school and know how to keep themselves safe in different situations.
- **Ofsted 2019:** Pupils are enthusiastic about their learning. They behave well, in and out of lessons
- **Ofsted 2019:** They understand about being a good citizen and spoke to me about making good choices, following rules and being kind.
- We continue to monitor individual needs and put in place programmes to meet these needs
- Our curriculum continues to be inclusive and promotes tolerance and respect across all groups
- We have engaged with external providers to enhance our SEN provision particularly around SEMH

#### Next steps:

- Enhance provision for children with SEN around SEMH
- Where appropriate to reduce 1:1 provision and seek creative ways to implement provision to develop independent learning strategies where appropriate

### **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)

- Most pupils with EAL make good progress and have higher than national proportions achieving expected and higher standard
- 2019 – KS2 reading: 78%vs 73% nat, writing:83% vs 78% nat, EGPS: 86%vs 78%nat, maths 81% vs 79% nat

#### **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 continually 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 e.g. 'Shine' on Saturday.
- We provide additional support for children who are new to English
- All teachers promote language development through the curriculum for all children e.g. good quality visual support.
- EAL resources available on the school system for all practitioners
- Whole school focus on vocabulary

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

- The school promotes the spiritual, moral, social and cultural development of all pupils through e.g. assemblies.
- 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 e.g. Book Weeks always include texts from other cultures, Black History month, acknowledge other faith groups besides Christianity.
- 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

### **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
- Parents/carers seek support from staff 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.

## **SEX**

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 (2019 data):

- Reading, writing, maths combined – girls outperformed boys and national performance indicators at both expected standard and higher standard.
- Progress scores from KS1 to KS2 (2019 data) show that girls made better progress than boys in Reading (+3.23 vs 0.35) and in Maths (+2.14 vs 1.99). Girls made better progress in Writing (+1.28 vs 0.11).
- 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 sex.
- 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 promote role models from all sexes in education.
- 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.
- We encourage discussion and debate about equality issues related to sex equality linked to our curriculum

### **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
- Selecting topics which will engage both boys and girls across our curriculum
- Ensuring a balance of approaches to learning including practical and exploratory lessons.

### **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 diverse faith backgrounds.
- The school respects the religious beliefs and practice of all staff, pupils and parents/carers, and complies with reasonable requests relating to religious observance and practice.

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

- The school is tackling any barriers that might prevent pupils with particular beliefs from taking a full part in school life e.g. 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 curriculum to give the children an understanding of different religions and respect for all no matter what they believe or do not believe.
- We use Jigsaw PSHE curriculum to ensure children develop skills and knowledge to adopt an understanding of all differences

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

- Our curriculum, including RE and PSHE, 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 e.g. 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/carers 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 and continue to take children to visit local faith community settings.

## Sexual orientation

We are committed to providing a safe environment for all pupils and staff. 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:

- Diversity and inclusion are threaded through the curriculum.
- If the need arose to advance pupils' awareness /understanding, then it would be done through the PSHE curriculum

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

- Our curriculum is broad with opportunities for the children to ask questions and discuss their understanding of sexual orientation in an age appropriate manner
- The school ensures that the ranges of texts available to the children is inclusive

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

- Ensure that all staff receive training and understand their responsibilities to eradicate any acts (intentional or otherwise)
- Our PSHE curriculum ensures that there are opportunities for children to ask questions in a safe space
- PSHE provider will be delivering further training to ensure that staff feel confident to lead discussions with their children

## Gender Reassignment

We are committed to ensuring that we recognise and appreciate that there can be differences between a person's anatomical gender and their gender identity/ expression. We will not discriminate against people on the grounds of crossdressing, gender expression, transsexualism, intersex conditions or any process of gender reassignment, begun or complete.

**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 gender reassignment
- Our school ethos celebrates difference and diversity in its many forms.

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

- Diversity and inclusion are threaded through the curriculum.
- If the need arose to advance pupils' awareness / understanding, then it would be done through the PSHE / SRE curriculum.
- We listen to the needs of the children and discuss any issues arising regarding gender identification

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

- Our curriculum is broad with opportunities for the children to ask questions and discuss their gender and challenge stereotypes
- The school ensures that the ranges of texts available to the children is inclusive

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

- Ensure that all staff receive training and understand their responsibilities to eradicate any acts (intentional or otherwise)
- Ensure that we create safe spaces and for children to discuss/share their thoughts

## **Pregnancy and Maternity**

We are committed to ensuring that staff do not face discrimination due to pregnancy or maternity. We will carefully consider the needs of our staff in this regard ensuring that where we can appropriate adjustments are made. Every effort is made to ensure that policies do not put staff at a disadvantage on the basis of maternity or pregnancy.

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

- The school maintains records of staff who are pregnant as well as those who are on maternity/paternity leave

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

- We ensure that our policies and procedures e.g. appraisal, do not unfairly discriminate against those with these protected characteristics

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

- We consult with relevant staff members to ensure that we are able to be adaptable to respond to changing needs.
- Risk assessments are conducted to ensure that staff well-being both physically and mentally is maintained
- Staff are aware of the need for due diligence and care and where appropriate support is available

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

- Staff are able to continue work commitments in or out of class
- Continue to conduct and analyse wellbeing survey to inform future actions

## Marriage and Civil Partnership

We are committed to ensuring that staff are not discriminated against due to being married or in a civil partnership.

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

- The school does not maintain records of staff's marital status

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

- We ensure that our policies and procedures do not unfairly discriminate against those with those who may be married or in civil partnerships.

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

- A positive inclusive ethos is established across the school where staff can, if they wish, share information of this nature with colleagues.
- Our curriculum celebrates relationships in their many forms and as such this is also celebrated between staff
- Developing staff well-being and maintaining healthy work life balance in order to support all staffs to be able to spend time with partners and families.

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

- Ensure that staff are aware of different types of discrimination (Indirect, direct and victimisation)
- Conduct and analyse well-being survey to inform future actions

## Age

We are committed to ensuring that all older or younger people, governors, volunteers, employees and the public are treated fairly and are not discriminated against.

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

- The school does collect staff age in the form of date of birth as part of recruitment process

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

- We ensure that our policies and procedures do not unfairly discriminate on the basis of age

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

- A positive inclusive ethos is established across the school where staff can, if they wish, share information of this nature with colleagues.
- Staff age demographic is wide across all staff groups

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

- Staff reflect a wide range of ages
- All experience is valued and nurtured across the school
- We recognise that exceptional practice is present in any age
- Children are made aware that their age is not a barrier to their participation in decision making across the school
- Curriculum review to ensure that key figures represent many age groups

## **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:**

**As a result of the ongoing impact of COVID-19 and lockdown, to secure the outcomes for all children, including those with SEN, EAL, PP to ensure that at least expected progress is made from their starting points .**

Why we have chosen this objective:

The impact of COVID-19 has resulted in children's starting points for their academic year being below where we would expect. Children are displaying more SEMH needs which has impacted on a small minority of children's readiness to learn.

To achieve this objective, we plan to:

- Ensure this is a focus target in the school's key priorities
- School leaders 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 disadvantaged children is focussed on facilitating better outcomes

## **Equality Objective 2:**

**To ensure that the school's curriculum addresses PSHE and SRE and values the importance of these subject areas as having impact on readiness to learn**

Why we have chosen this objective:

We understand that more could be done to secure a better understanding of different types of relationships outside of our PSHE curriculum.

To achieve this, we plan to:

- Engage with Jigsaw to deliver training to staff and parents
- As part of our ongoing curriculum review ensure that our resources are inclusive for all, reflecting the local and wider community
- Monitor and address incidents of homophobic behaviours

### **Links with other policies**

This document links to the following policies:

- Behaviour policy
- SEND policy containing SEND Information report
- Safeguarding policy