



BOND PRIMARY SCHOOL

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Equality information and objectives

Updated: February 2025

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.

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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: **292 (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	220	75.4%
SEN School Support	62	21.2%
Education and Health Care Plan	10	3.4%

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	52.1%
Female	47.9%

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)

Approximately 71.6% (209) of the school population have English as an additional language. This is way above the national average (22.8%). 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

Approximately 39% (114) of our children are eligible for free school meals
40% (116) are in receipt of pupil premium

Looked after children

We have 2 children who are looked after children. We monitor their progress carefully ensuring that allocated funding is used to support their participation and progress at school.

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)

- 2024 KS2 cohort: proportion of children receiving SEN support achieved expected standard in reading 55.6% writing 33.3%% and maths 33.3%

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
- 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 as needed
- 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 our broad curriculum. 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 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?

Our in house pupil survey and OfSted (2024) report note:

- Pupils feel safe in school and know how to keep themselves safe in different situations.
- Pupils are respectful to both adults and their peers
- Pupils value their working relationships with staff and feel safe in school..
- We continue to monitor individual needs and put in place programmes to meet these needs

- The school has developed a well-constructed curriculum that starts purposefully in the early years
- Staff systematically check pupils' understanding of key learning and concepts in lessons. This purposeful approach supports all pupils, including pupils with special educational .

Next steps:

- Continue to enhance provision for children with SEN through whole school CPD, Nurture curriculum and continued strong working partnerships with external agencies
- Continue to seek creative ways to implement provision to develop independent learning strategies where appropriate for SEND children

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 from their respective starting points outperforming Non EAL by the end of key stage 2
- 2024: 79.3% EAL pupils met expected standard in reading, 79.3% writing and 72.4% maths.
- EAL average points scores were higher than non EAL pupils in reading (104.4 vs 103.9) and maths (105.6 vs 100.8)
- 2024 KS2 data: Highest performing group- any other Asian background. Lowest performing groups - White and black Caribbean, White British, Pakistani, Black Caribbean

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
- Curriculum ensures that children's experiences are reflected

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, visits etc
- 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., books covered in English curriculum , Black History month, acknowledge other faith groups besides Christianity, Culture Awareness week.

- We ensure that the curriculum challenges racism and stereotype e.g. BREE project
- 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 better than non EAL by 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.

Next steps:

- We will continue to work towards increasing the percentage of EAL children working at greater depth at Key Stage 2,

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 (2024 data):

- Reading: Boys outperformed girls 80.8%vs 75% Maths : Boys outperformed girls 69.2%vs 68.8%. Writing – Girls outperformed boys: 81.3%vs 69.2%
- Both boys and girls are members of the School Council and are consulted on issues that might affect their achievement or wellbeing.
- Barriers removed allowing girls to participate in traditionally male sports such as football
- Achievement of females is reflected in our school curriculum

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

Next steps

- Continue to develop children's understanding of protected characteristics

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
- EYFS parents have formed a working group to support their children's learning and fundraise for the school
- 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?

- We have supported children and their families who have expressed that they are lesbian or gay

Next steps:

- Continued CPD to develop understanding of 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

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:

To improve the proportion of children achieving expected standard and greater depth with particular focus on SEN, EAL, PP

Why we have chosen this objective:

Our 2024 end of key stage 2 school data demonstrates that this an area requiring some additional attention for our most vulnerable groups.

To achieve this objective, we plan to:

- Ensure this is a focus for all school's key priorities
- School leaders regularly monitor the progress and attainment of these groups 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 raise equality awareness with staff through whole school CPD to ensure that our children have a better understanding of the protected characteristics

Why we have chosen this objective:

Although our curriculum delivers lessons around protected characteristics it has become evident that the children cannot articulate readily what protected characteristics are and their importance in addressing acts of discrimination.

To achieve this, we plan to:

- Review our PSHE provision to ensure that this being addressed
- Ensure that all staff access relevant CPD to develop their knowledge and confidence in this area.
- Develop clear interventions or support pathways to address and further educate children when behaviour incidents relate to protected characteristics

Links with other policies

This document links to the following policies:

- Anti-Bullying policy
- Relationships and Behaviour policy
- SEND policy containing SEND Information report
- Child protection and Safeguarding policy
- Bond RSE policy
- Supporting Children with Medical conditions