

Hollymount Primary School



Equality information and objectives

Updated: March 2023



School statement on equality

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 children and staff.
- 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.

Please do not circulate without permission

- 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 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.

We also welcome 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.

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor, Kate Bird, will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher, Joe Croft, will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The school's Equality and Diversity leader, Cheryl Mortezaee, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues

- o Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives.

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Equality and Diversity Leader

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Equality Link Governor

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Information about the pupil population

Number of pupils on roll at the school: 449

Information on pupils by protected characteristics, as defined by the Equality Act 2010

**Data is organised in descending order of pupil count.*

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	409	91.09
SEN Support	29	6.46
Statement/EHCP	11	2.42

Ethnicity and race					
White British	199	44.32%	Bangladeshi	3	0.67%
Any other white background	95	21.16%	Vietnamese	2	0.45%
Any other Asian background	29	6.46%	Hong Kong Chinese	2	0.45%

Any other mixed background	24	5.35%	Any other background	1	0.22%
White and Asian	20	4.45%	White and any other ethnic group	1	0.22%
Indian	15	3.34%	Other white British	1	0.22%
Chinese	14	3.12%	Latin/South/Central American	1	0.22%
Any other ethnic group	8	1.78%	Arab other	1	0.22%
Pakistani	6	1.34%	White European	1	0.22%
White and Black Caribbean	5	1.11%	Information withheld	8	
Black African	4	0.89%	Information not yet obtained	1.78	
White and Black African	4	0.89%			

Gender		
Female	240	53.45
Male	209	46.55

Pregnancy and maternity	
	Number of pupils
Pupils who are pregnant	0
Pupils who have recently given birth	0

Religion	Group Size	Group Percentage
Greek Orthodox	1	0.22%
Jehovah's Witness	1	0.22%
Jainism	2	0.43%
Jewish	3	0.65%
Anglican/Church Of England	4	0.86%
Hindu	9	1.9%
Buddhist	9	1.9%
Other Religion/Faith	13	2.8%
Muslim	35	7.5%
No Religion	175	37.6%
Christian	177	38.1%

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.

Information on other groups of pupils

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)		
	Pupil count	Percentage
EAL	139	31
Non EAL	310	69

Native Language(s)	Group Size	Percentage
English	321	71.49%
Russian	17	3.79%
Korean	16	3.56%
Spanish; Castilian	12	2.67%
Chinese	8	1.78%
Chinese (Cantonese)	8	1.78%
Arabic	7	1.56%
Greek	6	1.34%
Portuguese	6	1.34%
Albanian/Shqip	6	1.34%
Turkish	5	1.11%
Bulgarian	5	1.11%
Ukrainian	5	1.11%
Slovak	5	1.11%
Chinese (Mandarin/Putonghua)	4	0.89%
Italian	4	0.89%
Tamil	4	0.89%

Japanese	4	0.89%
French	3	0.67%
Urdu	2	0.45%
Bengali	2	0.45%
Dutch/Flemish	2	0.45%
Romanian (Romania)	2	0.22%
Czech	1	0.22%
Gujarati	1	0.22%
Hindi	1	0.22%
Hungarian	1	0.22%
Serbian	1	0.22%
Malay (Any Other)	1	0.22%
Other Language	1	0.22%
Latvian	1	0.22%
German	1	0.22%
Lithuanian	1	0.22%
Katchi	1	0.22%
Vietnamese	1	0.22%
Farsi/Persian (Any Other)	1	0.22%
Thai	1	0.22%
Romanian; Moldavian; Moldovan	1	0.22%
Marathi	1	0.22%

Pupils from low-income backgrounds

	Pupil Count	Percentage
Pupils eligible for Pupil premium	54	88%
Pupils not eligible for Pupil Premium	395	12%

Eliminating discrimination:

- 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.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that supports all members of our school community to reach their potential through full access to all areas of school life.
- Our admission arrangements are those set out by the LA, giving priority to pupils with special educational needs and those in care.
- Our complaints procedure sets out how we deal with any complaints relating to the school. We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that states clearly that discrimination or prejudice of any kind will not be tolerated.
- We monitor the attainment and progress of all our pupils by protected characteristics.

Advancing equality of opportunity:

- We make reasonable adjustments to ensure that pupils with disabilities are not put at a disadvantage compared to other pupils.
- We aim to involve learners and staff with protected characteristics in the changes and improvements we make and consult them on issues affecting them.
- We carry out an accessibility plan for pupils that increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to them Add note about
- We have an inclusion group comprised of teachers, support staff and office staff who work strategically to identify areas for development with regards to whole school inclusion.
- We hold regular Inclusion Meetings for our parent community to both share practice, consult and create social connection
- We promote understanding through circle times, PSHE and assemblies (to include protected characteristics, special educational needs and EAL status)

Fostering good relations

- We promote tolerance, friendship and understanding of a range of religions and cultures, ethnicities, race, ability and lifestyle through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.

- We hold assemblies dealing with relevant issues. Through our communication team, pupils are encouraged to take a lead in such assemblies (recent examples include anti-bullying and anxiety)
- We work with our local community within our Hollymount Entitlement
- We encourage and implement initiatives to deal with tensions between different groups of pupils within the school. For example, our Communication Team has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

Equality Considerations in Decision-Making

- Our Equality and Diversity Leader participates in weekly leadership meetings to ensure E&D has been considered when significant decisions are made
- The E&D link governor will report on ED&I matters to the full governing body and ensure that equality implications inform their discussions and decision-making

Equality Objectives

Equality objective 1:

Increase awareness and understanding of racial equity among staff and governors.

To achieve this objective we plan to:

- Our school's E&D leader will collaborate with the Merton School Improvement Equality and Diversity Lead to collaborate on planning bespoke CPD for our staff and school
- E&D leader will continue attending BLM equality forums
- E&D Leader will attend E&D Network meetings
- E&D leader to feedback/deliver training staff
- Equaliteach training for all staff
- Educare training for SLT and E&D leader
- Governors to attend training on the Equality Act 2010
- Develop a school behaviour policy that treats all children fairly and takes into account their many differences, including culture, ethnicity and ability. The Behaviour Policy will include anti-bullying expectations that focus on mutual respect, good relations between pupils, an understanding of prejudice, discrimination and offensive language
- review our recruitment processes and procedures with the aim to implement principles of equal opportunities and non-discrimination in our employment practices

Equality objective 2:

Enhance our current curriculum to reflect the values and cultures of Britain to a greater extent.

To achieve this objective we plan to:

- Continue work from Antiracist Curriculum audit and The Black Curriculum audit.
- Audit new curriculum schemes – Kapow, Twinkl, etc
- Audit Hollymount Entitlement
- Liaise with librarian and literacy lead to ensure diverse book initiatives continue
- Continue to acknowledge and celebrate specific months and days such as Black History Month, Pride, Women's History month and more.
- Work with parents to promote knowledge and understanding of different cultures

- Develop stronger links with people and groups who have specialist knowledge about particular characteristics to help inform and develop our approach
- Carry out an equality impact assessment to help us to actively consider our equality duties and ask ourselves relevant questions. This will be recorded at the same time as the risk assessment when planning school trips and activities. The record should be completed by the member of staff organising the activity and stored electronically with the completed risk assessment.

Equality objective 3:

Develop a robust assessment and monitoring system to track academic outcomes by protected characteristics in efforts to identify and address issues quickly and ensure gaps do not increase.

To achieve this objective we plan to:

- Continue the process in which our school governors' Standards Committee analyse a termly report of attainment and progress broken down by protected and other characteristics (prepared by the headteacher). This will be an opportunity for gaps to be identified, monitored and addressed.
- SLT will liaise with the E&D leader if general equalities issues arise
- Provide Arbor training for E&D leader to monitor academic outcomes
- Review our procedures for newly arrived learners – including a welcome pack and initial assessment.

Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the governors at least every 2 years.

This document will be approved by the governing body.

Equality objectives will be reviewed and updated at least once every four years.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Inclusion policy
- Behaviour policy
- School development plan