

# **Mortimer St. Mary's CE Junior School**

## **Equality information and objectives**

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Updated: June 2020

## **Our school commitment**

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.

At school:

- We ensure that everyone is treated fairly and respectfully
- We make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We make sure that no-one experiences less favourable treatment or discrimination because of:
  - Their age
  - A disability
  - Their ethnicity, colour or national origin
  - Their gender
  - Their gender identity (they have reassigned or plan to reassign their gender)
  - Their marital or civil partnership status
  - Their being pregnant or having recently had a baby
  - Their religion or belief
  - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We make sure that people from different groups are consulted and are involved in our decisions, especially pupils and parents.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

*For more information please contact the school office:*

*Mortimer St. John's - telephone: 01189 332491 or email: [officemsm@mortimerschools.org](mailto:officemsm@mortimerschools.org)*

*Nicola Sumner (Executive Headteacher) or Suzie Tushingam (Member of governing body with responsibility for equality issues)*

**Share Your Light**  
***Impartias Lucem Tuam***

*Matthew 25:29 "For whoever has will be given more, and they will have an abundance"*

## **Part 1: Information about the pupil population**

Number of pupils on roll at the school: **214**

### **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**

##### **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 - some.

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

- Visual Impairment
- Hearing Impairment
- Physical Impairment
- Autistic Spectrum Disorder
- Speech, language and communication needs
- Specific Learning Difficulties
- Social, emotional and mental health difficulties

#### **Ethnicity**

<b>Categories</b>				
<b>Main Categories</b>	<b>Micro Categories</b>	<b>Boys</b>	<b>Girls</b>	<b>TOTAL</b>
White British	English Scottish Welsh Cornish	84	102	186
White Other	Gypsy / Roma Irish Albanian Serbian/Yugoslavian Traveller of Irish heritage White Eastern European White European White Western European Other White	Some      Some	Some      Some	Some      Some
Turkish	Turkish Turkish Cypriot			
Kurdish	Kurdish			
Bangladeshi	Bangladeshi			
Other Asian & Chinese	African Asian Indian Kashmiri Nepali Pakistani: Mirpuri Pakistani: Other Sri Lankan Sinhalese Sri Lankan Tamil Chinese Hong Kong Chinese Malaysian Chinese		Some	Some
Black Caribbean	Black Caribbean			

Somali	Somali			
Other Black African	Ghanaian Nigerian Sierra Leonian Sudanese Other Black African			
Black Other	Black European Black North American Black Other		Some	Some
White & Black Caribbean	White & Black Caribbean		Some	Some
Mixed Ethnicity	White & Black African White & Asian White & Chinese White & Other Asian & Chinese Asian & Black Asian & Other Black and Chinese Black & Other Chinese & Other	Some      Some	Some      Some	Some      Some
Other	Other Arab Other Egyptian Filipino Iranian Iraqi Japanese Korean Latin/South/Central America Lebanese Malay Morrocan Polynesian Thai Vietnamese Yemini Any Other Ethnic Group			
Unknown	Unknown Refused to Say	Some Some	Some Some	Some Some

### Religion and belief

Buddhist	Some	Sikh	0
Christian	148	No religion	51
Hindu	0	Other religion	Some
Jewish	Some	Unknown	7
Muslim	Some		
Roman Catholic	Some		

### Pregnancy and maternity

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

### **Sensitive information on some pupils with protected characteristics**

Some information in relationship to protected characteristics we regard as sensitive. This includes disability, ethnicity and religion.

*Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.*

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

### **Gender Reassignment**

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

### **Sexual orientation**

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender pupils.

### **Information on other groups of pupils**

Ofsted inspections of schools will 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:

### **Pupils from low income households**

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils currently eligible for free school meals	Some	Some	Some	Some
Number of pupils on roll who have been eligible for free school meals in the last six years (Pupil Premium applies to this group from September 2012)	Some	Some	Some	Some

### **Pupil with Special Educational Needs (SEN)**

	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
No Special Education Need	185	86.4%
Special Educational Support	25	11.6%
Educational Health Care Plan	4	1.7%

**Pupil with English as an additional language (EAL)**

	<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	Some	Some	Some	Some
Number of pupils who are at an early stage of English language acquisition	Some	0	Some	Some

**Looked after children**

Some

**Young carers**

0

**Other vulnerable groups**

Travellers

**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 activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published **equality objectives**. See Part 6 of this document.

- School consults parents and carers to obtain information on any protected characteristic that might result in unlawful discrimination, harassment, victimisation or equality of opportunity. This information is obtained through admission forms, questionnaires, informal meetings with parents.
- School works closely with other professionals e.g. NHS, pre-school providers, social services, educational psychologists to build up an accurate picture of the children and their families and those with any protected characteristics through formal reports and meetings.
- School analyses and tracks data from a variety of sources, to monitor achievement and progress of identified children.

Main issues:

1. Access to education of traveller children.
2. Children and their families lack of understanding of the difficulties/ needs of those with protected characteristics.
3. Lack of funding to support children with SEN
4. Lack of engagement with parents and their own educational challenges

### **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 in the school.

We are committed to working for the equality of all our pupils and staff. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

- Record-keeping linked to protected characteristics e.g. data tracking of achievement and progress of individuals, identified groups and cohorts, SAPs, Therapeutic plans, attendance at extra-curricular activities, attendance data, tracking of intervention strategies of targeted pupils.
- Policies, such as Anti-bullying, Behaviour, SEN and Equality
- Accessibility plan for the disabled
- Admission arrangements
- Monitoring exclusions
- Recording and tackling incidents of harassment (school internal records and crests)
- Relevant staff and governor training or meetings
- Complaints procedure
- Non-discriminatory employment practice
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement
- Transition activities, both from infant and to secondary school, e.g. additional visits for SEN, vulnerable families targeted
- Questionnaires
- Pupil opportunities of responsibility open to all e.g. monitors, School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

### **Disability**

#### **Summary information:**

- Record-keeping linked to protected characteristics e.g. data tracking of achievement and progress of individuals, identified groups and cohorts, SAPs, Therapeutic Plans, attendance at extra-curricular activities, attendance data, tracking of intervention strategies of targeted pupils.
- Policies, such as Anti-bullying, Behaviour, SEN and Equality
- Accessibility plan for the disabled
- Admission arrangements
- Monitoring exclusions
- Recording and tackling incidents of harassment (school internal records and crest)
- Relevant staff and governor training or meetings
- Complaints procedure
- Non-discriminatory employment practice
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement
- Transition activities, both from infant and to secondary school, e.g. additional visits for SEN, vulnerable families targeted
- Questionnaires – both annual questionnaire and disability questionnaire to new families
- Pupil opportunities of responsibility open to all e.g. monitors, School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

#### **Main Issues**

1. Maintaining up-to-date CPD regarding disabilities of SEN, specific knowledge, updates and how to support pupils.
2. Views of the wider community and parental points of view.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

**Advance equality of opportunity by:**

- Working with outside agencies e.g. Educational Psychologist, Sensory Consortium, behaviour support, school nurse, Special Inclusion Support Service, etc.
- Tracking of SEN children and groups
- School resources used to support those with SEN i.e. Staffing (see SEN files for individual and group support)

**Foster good relations and community cohesion by:**

- Aspects of the curriculum which promote tolerance and friendship – projects, PSHE, collective worship, visitors
- Transition activities from the infants and to the secondary, and between year groups
- Coffee mornings to invite families and the wider community into school
- Links with other local schools
- Visits in the community e.g. to the food bank
- Opportunities for children to participate in decision making e.g. School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Opportunities for positions of responsibility e.g. monitors, School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Eco Council – inviting members of the community in to support the schools eco efforts
- Community volunteers to support the children's learning e.g. ABC to read, volunteers hearing children read
- P&F, links in the community e.g. Mortimer Village Partnership

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

- Good links forged with other schools and pupils' awareness of other cultures extended.
- Working with a variety of practitioners and community members
- Continue to look at the wider curriculum to include a greater exposure of children to people with disabilities and those from other cultures

## **Ethnicity and race (including EAL learners)**

### **Summary information:**

- Record-keeping linked to protected characteristics e.g. data tracking of achievement and progress of individuals, identified groups and cohorts, SAPs, Therapeutic Plans, attendance at extra-curricular activities, attendance data, tracking of intervention strategies of targeted pupils.
- Policies, such as Anti-bullying, Behaviour, SEN and Equality
- Admission arrangements
- Monitoring exclusions
- Recording and tackling incidents of harassment (school internal records and crest)
- Relevant staff and governor training or meetings
- Complaints procedure
- Non-discriminatory employment practice
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement
- Transition activities, both from the infants and to secondary, e.g. additional visits for SEN, vulnerable families targeted
- Questionnaires –annual questionnaire to staff, parents and children
- Pupil opportunities of responsibility open to all e.g. monitors, School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

### **Main Issues**

1. Access to education of traveller children.
2. Children and their families lack of understanding of the difficulties/ needs of those with protected characteristics.
3. Ensuring the wider curriculum includes a greater exposure of children to people with disabilities and those from other cultures

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### **Advance equality of opportunity by:**

- Working with outside agencies e.g. Educational Psychologist, behaviour support, school nurse, EAL support, Traveller Welfare, EWO, Special Inclusion Support Team
- Tracking of ethnic groups and individual children
- Aspirations Week – lots of visitors into school to share talents and occupations and show pupils the variety of jobs and roles open to them all.

### **Foster good relations and community cohesion by:**

- Aspects of the curriculum which promote spiritual, moral, social and cultural – projects (see curriculum planning), PSHE, collective worship, visitors,
- Transition activities both from the infants and to secondary, and between year groups
- Coffee mornings to invite families and the wider community into school
- Links with other schools
- Opportunities for children to participate in decision making e.g. School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Opportunities for positions of responsibility e.g. monitors, School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains

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

- Good links forged with another school and pupils' awareness of other cultures extended.
- Working with a variety of practitioners and community members
- Continue to look at the wider curriculum to include a greater exposure of children to people with disabilities and those from other cultures

## Sex/Gender

### Summary information:

- Record-keeping linked to protected characteristics e.g. data tracking of achievement and progress of individuals, identified groups and cohorts, SAPs, Therapeutic plans, attendance at extra-curricular activities, attendance data, tracking of intervention strategies of targeted pupils.
- Policies, such as Anti-bullying, Behaviour, SEN and Equality
- Admission arrangements
- Monitoring exclusions
- Recording and tackling incidents of harassment (school internal records and crest)
- Relevant staff and governor training or meetings
- Complaints procedure
- Non-discriminatory employment practice
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement
- Transition activities, both from the infants and to secondary, e.g. additional visits for SEN, vulnerable families targeted
- Questionnaires for children, parents and staff
- Pupil opportunities of responsibility open to all e.g. monitors, School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### Advance equality of opportunity by:

- Working with outside agencies e.g. Educational Psychologist, Therapeutic Thinking Support Team, school nurse, EAL support, Traveller Welfare, EWO and CAL, Special Inclusion Support Service.
- Tracking of gender groups and individual children.
- Curriculum flexibility to match the needs of the cohort, taking gender into account.

### Foster good relations and community cohesion by:

- Aspects of the curriculum which promote gender awareness – projects (see curriculum planning), PSHE, collective worship, visitors,
- Transition activities both from infants and to secondary, and between year groups
- Coffee mornings to invite families and the wider community into school
- Links with other schools
- Opportunities for children to participate in decision making e.g. School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Opportunities for positions of responsibility e.g. monitors, School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Aspirations Week – lots of visitors into school to share talents and occupations and show pupils the variety of jobs and roles open to them all.

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

- Reviewed PSHE curriculum to include a greater exposure of children to a range of successful people of all genders
- Continue to adapt and develop the integrated curriculum to include a greater exposure of children to a range of successful people of all genders
- Continue to adapt and develop the integrated curriculum to ensure that the curriculum provision matches the needs of all genders
- Remove unnecessarily gendered aspects of school life e.g. toilets labelled for girls and boys
- Challenge gender stereotypes when children are playing or during curriculum planning e.g. dinosaurs are for boys
- Ensure all staff are trained in understanding LGBT+ issues and how it can affect children
- Continue to encouraging competitive sport for all genders

## Religion and belief

### Summary information:

- Record-keeping linked to protected characteristics e.g. data tracking of achievement and progress of individuals, identified groups and cohorts, SAPs, Therapeutic Plans, attendance at extra-curricular activities, attendance data, tracking of intervention strategies of targeted pupils.
- Policies, such as Anti-bullying, Behaviour, SEN and Equality
- Admission arrangements
- Monitoring exclusions
- Relevant staff and governor training or meetings
- Complaints procedure
- Non-discriminatory employment practice
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement
- Transition activities, both from infants and to secondary e.g. additional visits for SEN, vulnerable families targeted
- Pupil opportunities of responsibility open to all e.g. monitors, School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### Advance equality of opportunity by:

- Tracking of groups and individual children
- Reviewed PSHE curriculum to include a greater exposure of children to people from different religious beliefs and those from other cultures

### Foster good relations and community cohesion by:

- Aspects of the curriculum which promote spiritual, moral, social and cultural – projects (see curriculum planning), PSHE, visitors,
- Visitors of different faiths (see collective worship planning)
- Transition activities both from infants and to secondary, and between year groups
- Coffee mornings to invite families and the wider community into school
- Links with other schools
- Opportunities for children to participate in decision making e.g. School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Opportunities for positions of responsibility e.g. monitors, School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Collective Worship delivered by School Governor.

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

- Reviewed PSHE curriculum to include a greater exposure of children to a range of successful people of different religious background
- Continue to adapt and develop the integrated curriculum to include a greater exposure of children to a range of people from different religious background
- Continue to encourage visitors of different faiths as well as visits to different places of religious worship.

## Sexual orientation

### Summary information:

- Policies, such as Anti-bullying, Behaviour, SEN and Equality
- Monitoring exclusions
- Recording and tackling incidents of harassment (school internal records and crest)
- Relevant staff and governor training or meetings
- Complaints procedure
- Non-discriminatory employment practice
- Staff and pupil codes of conduct including Staff Handbook, Parent/Child/School Agreement
- Transition activities, both from infants and to secondary, e.g. additional visits for SEN, vulnerable families targeted
- Pupil opportunities of responsibility open to all e.g. monitors, School Council, Peer Mediators, Eco Council, Worship Leaders, House Captains
- Extra-curricular activities open to all and occasionally targeted with positive discrimination.

We are committed to combating discrimination faced by pupils and staff who are lesbian, gay, bisexual and transgender (LGBT). To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### Advance equality of opportunity by:

- Working with outside agencies e.g. Educational Psychologist, Therapeutic Thinking Support Team, school nurse, EAL support, Traveller Welfare, EWO
- Tracking of gender groups and individual children
- Reviewed PSHE curriculum.

### Foster good relations and community cohesion by:

- Aspects of the curriculum which promote gender awareness – projects (see curriculum planning), PSHE, collective worship, visitors,
- Transition activities both from infants and to secondary, and between year groups
- ELSA
- Links with other Local schools
- Diocese
- Wroxham Learning Alliance, Forest Learning Alliance, Berkshire Teaching Alliance, Downland Alliance

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

- Reviewed PSHE curriculum to include a greater exposure and acceptance of people from different religious backgrounds, ethnicity and gender
- Review PSHE curriculum to ensure children have age-appropriate lessons on different families and celebrating difference
- Continue to adapt and develop the integrated curriculum to include a greater exposure of children to a range of people with different sexual orientations
- Review books in the library and ensure that there are books celebrating difference and different families

### **Part 6: Our equality objectives**

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need 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:**

Curriculum coverage to deal with equality issues

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

- PSHE curriculum to extend children's exposure to people from different cultures, backgrounds and beliefs
- RE curriculum to extend children's exposure to people from different religions
- Audit of curriculum resources completed
- Audit of curriculum planning completed

**Equality objective 2:**

Increase provision of communication and sensory equipment to support children with communication and sensory issues

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

- Research sensory equipment available, look at suitability of equipment for our setting, purchase if funding available
- CPD to support communication needs sources e.g. oracy project, Makaton training