

# St Teresa's Primary School



## Equality information and objectives

**Ratified date : Autumn 2019**

**Review date: Autumn 2022**

### **Our Mission Statement:**

“Love proves itself by deeds, so how am I to show my love?” St  
Therese of Lisieux

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# **Our core Values: Love, Trust, Teamwork and Ambition.**

## **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 harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

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

Number of pupils on roll at the school: **473**

### 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.'

Number of pupils with disabilities:

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

- SEND Support
- Educational Healthcare Plan (EHCP)

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	421	89.0%
SEND Support	52	11.0%

<b>Ethnicity and race</b>							
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Asian or Asian British</b>				<b>Mixed</b>			
Any other Asian background	62	68	130	Any other mixed background	8	9	17
Indian heritage	10	8	18	White and Asian	3	8	11
Pakistani	1	1	2	White and Black African	2	0	2
Information not yet obtained	0	1	1	White and Black Caribbean	1	3	4
				<b>Any Other Ethnic Group</b>	8	6	14
<b>Black</b>				<b>White</b>			
Any other black background	2	2	4	White British	42	35	77
Black African	21	21	42	White Irish	1	2	3
Black Caribbean	4	2	6	Any other white background	73	65	138
<b>Chinese</b>	2	1	3	Gypsy/Roma	0	1	1
<b>Refused</b>	0	0	0				

<b>Information withheld</b>	0	<b>Information not yet obtained</b>	0
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<b>Gender</b>	
Male	239
Female	234

<b>Religion and Belief</b>			
Buddhist	1	Roman Catholic	434
Christian	24	Sikh	2
Hindu	3	No religion	3
Jewish	0	Other religion	4
Muslim	2	Refused	0

**Gender identity or reassignment** - We do not collect data on gender identity

**Sexual orientation** - 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."

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

<b>Pupil with English as an additional language (EAL)</b>				
	<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	178	164	342	72.3%
Number of pupils who are at an early stage of English language acquisition	16	12	28	5.91%

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils in receipt of pupil premium	18	12	30	6.34%

### **Looked after children**

None at present
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### **Young carers**

None at present
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### **Other vulnerable groups**

None at present
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## 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 interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

- Over the past 5 years we have welcomed various families from diverse backgrounds, including many from Poland, Sri Lanka and The Philippines. The school work hard to understand backgrounds and cultures, to ensure that every child reaches their full potential.

## 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.

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 is to receive 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.
- We have a school anti-bullying policy that also includes cyber bullying available on the school website.
- 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.
- Our admission arrangements are set out in our Admissions Policies. Nursery admissions are dealt with directly by the school. Reception Admissions are in compliance with the Local Authority.

- 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.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity and foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

## **Disability**

We are committed to working for the equality of people with and without disabilities.

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

- Progress of SEN children is overall positive and continues to be something we are working on. Families continue to be happy with the provision for SEN children and are satisfied with progress. Children are well prepared for secondary school.
- The school continues to maintain the focus on SEN, working to ensure they have provision that is additional to and different from none-SEN children.

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

- We have a hearing loop in our school hall.
- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that the disabled pupils are not put at a disadvantage compared with other pupils. This includes in our ELSA (Emotional Literacy Support Assistant) programme carried out by a specialist Teaching Assistant who has had experience and training in supporting children's emotional and social development.
- We have appointed a mental health professional as part of a Deanery project.
- 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.
- We have improved access to our classrooms with fire doors and ramps. This ensures that learning can start very quickly and that opportunities for progress are maximised.
- We have installed flashing lights to support fire alarm bells in some areas of the school.

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

- The school frequently participate in learning opportunities with Perseid Special School, supporting events and staff training. We support the Handicapped Children's Pilgrimage Trust and have attended Paralympic events.
- We are developing 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 has positive images of disabled people.
- We tackle bullying or harassment on the basis of special educational need or disability.
- We tackle prejudice and any incidents of bullying based on disability.

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

- Children with the range of needs feel confident, happy and safe in school and make good progress. Recent access improvement to classrooms has ensured that children are well prepared for learning in school.

### **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)

- Children for whom English is an additional language make strong progress against the National Average and other schools in a similar context.
- We aim to meet the challenges in relation to Black African Tamil and Filipino pupils' attainment, progress and participation (e.g. attendance) of these particular groups of pupils. These pupils tend to go on trips to their homelands for long periods, which can affect their attendance.
- We consistently involve and consult pupils, families and communities from different ethnic and cultural backgrounds on issues that might affect pupil achievement and wellbeing.

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

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets and address barriers to the participation of particular groups in learning and other activities.
- We host parent and child sessions which improve learning behaviours. The school has run ESOL classes along with another local school to promote these.



- We also host specific workshops for EAL parents. Most recently for Tamil families.
- The Governing Body consists of people from a range of cultures.
- We are developing particular initiatives and interventions to improve outcomes for particular groups (e.g. White British).
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community, holding MultiCultural/International Evenings linked with the Church.

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

- Through our ethos, core values and through assemblies.

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

- The school recognises the changing contexts and cultures of its families and are working hard to ensure that all groups within the school community are understood.
- The school has a close relationship with the Church.
- The school has maintained extremely high standards of progress and attainment for children from ethnic minority groups over the past 5 years.

### **Gender**

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)

- The school has worked hard over the past 5 years to improve attainment for boys who now perform above the National Average in all phases overall.

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

- We monitor the attainment of all our pupils by gender.
- We take a “Which boys? Which girls?” approach to address underachievement; neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress in particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices, careers advice and work experience is avoided.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.

- We are developing particular initiatives to tackle boys' attitudes to school and learning for example, by engaging with fathers and drawing them into school life. We also encourage mothers to come into school to work with girls.
- Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school's gender equality initiatives.
- 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, including separated families.

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

- Girls progress in many areas including Maths and Science, are improving due to a consistent focus on teaching styles and strategies. We have learned much from our secondary schools, Ursuline High School and Wimbledon College and feel that boys and girls are both well equipped to channel their potential when they reach Year 6.
- The school runs a huge amount of extra-curricular activities. Attendance at these clubs is equal amongst boys and girls,
- 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?**

- As stated above boys' attainment has improved over the past few years. The school recognises the need for improved attainment for girls at higher levels in maths. Work has already begun to establish why girls feel less confident in maths at higher levels, through extended work with the Catholic Deanery.

### **Gender identity or reassignment**

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

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

- The school is aware of the diverse community it serves and also in cases of gender identity, should this occur, the school is aware that this should be handled sensitively.

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

- We have no information to report at this time.

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

- We have no information to report at this time.

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

- N/A

### **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 School is predominantly Catholic. However, the school does welcome other faiths.

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

- The school believe that it is important to actively participate in a range of activitie, as part of the St Helier Community Cluster of schools that include Malmesbury Primary School, Abbotsbury Primary School and Perseid Special School.

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

- The school recognise that children and families are from predominantly Catholic families. The school promotes tolerance and respect through its core values and seek opportunities to engage with the wider community alongside the Church.

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

- St Teresa's Parish has a number of strong links with the community for example the Church Youth Club exists for all members of the community. The school extends invitations to school events to many of its neighbouring schools and these include music concerts and sports events. The school plans to widen opportunities by inviting neighbouring schools to our Advent and Easter productions.

## **Sexual orientation**

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

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

- Our school ethos is based on love and children are taught to tolerate difference and ensure that they do not judge others based on difference.

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

- We report homophobic incidents when they occur on a termly basis to the Local Authority.

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

- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through assemblies and class work.
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different.
- All staff, including lunchtime supervisors and teaching assistants, have received information and training in how to deal with homophobic language and how to work positively with different families.
- Posters and pictures around the school are selected to reflect the full range of families.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.

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

The school has worked hard to deal with occasional instances of name calling. Strong core values and a common trust to treating others with respect ensure that homophobic incidents are very rare.

## **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 ensure that we meet the needs of a growing number of non-English speaking families – particularly in the Early Years.

### **Equality objective 2:**

To ensure that the school's core values and British values underpin our actions as a school community.

## **Part 7: Information about our employees**

If we have more than 150 employees we are required to publish information about them.

This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

### **Confidentiality**

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of January 2019 the school employs staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff

### Age

	<b>Under 21</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61 - 70</b>	<b>71 - 79</b>	<b>Over 80</b>
Number	2	18	19	18	12	4	None	None
%	2.7%	24.7%	26.0%	24.7%	16.4%	5.5%	0%	0%

### Disability

Disabled	None
Not disabled	<b>73</b>
Not given / Unknown	--

### Ethnicity and race

	<b>Number</b>	<b>% of staff</b>		<b>Number</b>	<b>% of staff</b>
Asian or Asian British	<b>11</b>		Any other ethnic group	<b>3</b>	
Black or Black British, African	<b>1</b>		Black or Black British, Caribbean	<b>1</b>	
Chinese	<b>0</b>		White British	<b>40</b>	
Mixed	<b>3</b>		White Irish	<b>8</b>	
Any other white background	<b>6</b>		Prefer not to say	<b>0</b>	
			Not stated		

### Gender

	<b>% of all staff</b>
Female	<b>62</b>
Male	<b>11</b>

### Religion and belief

Buddhist	Number		Jewish	Number	
	%			%	
Christian	Number		Muslim	Number	
	%			%	
Hindu	Number		Roman Catholic	Number	
	%			%	<b>42</b>
Jainism	Number		Sikh	Number	
	%			%	
Not known / Prefer not to say	Number	<b>31</b>	Other religion	Number	
	%	<b>36.62%</b>		%	

**Sexual orientation**

We do not collect data on sexual orientation

Bisexual	Number		Gay woman or lesbian	Number	
	%			%	
Gay man	Number		Heterosexual	Number	
	%			%	
Not known	Number		Prefer not to say	Number	
	%			%	