



**Becroft Garden Primary School**

**Equality Information**

**Autumn 2017/18**

## School Equality Information

Beecroft Garden Primary School is committed to equality both as an employer and a service-provider:

We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information please contact:

### Graham Voller

Tel: 020 8692 2762

Email: [headteacher@beecroftgarden.lewisham.sch.uk](mailto:headteacher@beecroftgarden.lewisham.sch.uk)

### Sharon Long (School Governor)

Tel: 020 8692 2762

Email: [sharon.long1@virgin.net](mailto:sharon.long1@virgin.net)

## Part 1: Information about the pupil population

Number of pupils on roll at the school: **440**

### 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: 6

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

- Visual impairment
- Hearing impairment
- Physical impairment
- Autistic Spectrum Condition

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	342	77.7%
SEN Support	92	20.9%
Statement/ECHP	6	1.4%

<b>Ethnicity and race</b>							
<b>Asian or Asian British</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Bangladeshi heritage	# <sup>1</sup>	#	#	<b>Mixed</b>			
Indian heritage	3	4	7	Other mixed heritage	9	17	26
Other Asian heritage	#	#	3	White and Asian	10	5	15
Pakistani heritage	6	3	9	White and Black African	6	6	12
<b>Black or Black British</b>				White and Black Caribbean	12	11	23
Black African heritage	22	20	42	Any other ethnic group	3	4	7
Caribbean heritage	30	27	57	<b>White</b>			
Other heritage	3	4	7	British heritage	62	56	118
<b>Chinese</b>	#		#	Irish heritage		#	#
				Traveller of Irish heritage			
				Gypsy / Romany			
				Any Other White background	19	18	37

<b>Information withheld</b>	15	<b>Information not yet obtained</b>	19
-----------------------------	----	-------------------------------------	----

<b>Gender</b>	
Male	222
Female	218

<b>Religion and Belief</b>			
Buddhist	#	Sikh	
Christian	113	Refused	66
Hindu	3	Other religion	12
Jewish	#	None	122
Muslim	42		

<sup>1</sup> # represents a figure fewer than 3

### **Sensitive information on pupils**

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, gender dysphoria, lesbian and bisexual pupils, as well as transgender people, including those who are undergoing or who have undergone gender reassignment. This may also be the case for pupils who have a family member who is gay, lesbian or bisexual, or transgender.

### **Gender identity/gender reassignment**

We are aware that:

Coates and Spector Person (1985) have shown that transgender children with gender identity disorders also present with separation anxiety, depression and emotional and behavioural difficulties. In a number of cases learning difficulties and school refusal are also present. Suicide attempts in adolescence are frequent and in some cases this is how adolescents with gender identity disorders come to professional attention.

In a survey of 124 cases the most common associated features were relationship difficulties with parents or carers (57%), relationship difficulties with peers (52%), depression/misery (42%), family mental health problems (38%), family physical health problems (38%), being the victim of harassment or persecution (33%) and social sensitivity (31%). The data suggests that children with gender identity problems may experience considerable isolation owing to difficulties in their relationships with significant adults and peers. They can also become the victims of persecution, which may contribute to feelings of depression and misery.

### **Sexual orientation**

We are aware that:

Almost two thirds (65 per cent) of young lesbian, gay and bisexual people experience homophobic bullying in Britain's schools. Of those who have been bullied, 92 per cent have experienced verbal homophobic bullying, 41 per cent physical bullying and 17 per cent death threats. Ninety four per cent of gay boys and 90 per cent of gay girls who have experienced homophobic bullying have faced verbal abuse.

Even if gay pupils are not directly experiencing bullying, they are learning in an environment where homophobic language and comments are commonplace, as are their heterosexual peers. Ninety eight per cent of young gay people hear the phrases "that's so gay" or "you're so gay" in school, and over four fifths hear such comments often or frequently. Ninety seven per cent hear other insulting homophobic remarks, such as "poof", "dyke", "queer" and "bender". Over seven in ten gay pupils hear the phrases used often, or frequently.

Seven in ten gay pupils have never been taught about lesbian and gay people or seen lesbian and gay issues addressed in class. Lesbian, gay and bisexual pupils say that homophobic bullying affects their school work. Seven out of ten pupils who experience homophobic bullying state that this impacts on their school work. Over half of all lesbian and gay pupils, even if they have not been bullied, think homophobic bullying impacts on their school work.

## 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:

<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	54	47	101	23%
Number of pupils who are at an early stage of English language acquisition	#	#	3	0.7%

<b>Pupils from low income households</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils currently eligible for free school meals	28	28	59	13%

### Looked after children

We have 3 Looked After Children at Beecroft Garden

### Young carers

We have 5 young carers at Beecroft Garden

### Other vulnerable groups

--

## Information about our employees

The purpose of this section is to demonstrate how we build equality considerations into our employment policies and procedures to help eliminate unlawful discrimination, advance equality of opportunity and to foster good relations.

As of March 2016 the school employs 61 staff. Our staff are employed in the following main groups:

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

## Information on staff by protected characteristics

We collect equality monitoring information for our staff on the following the protected characteristics. This data is collected when staff fill in their application forms for positions at the school.

### Age

#### Overall age profile: Percentage of staff by age range

		All staff	Teaching staff	Admin & related staff	Support staff	Other
Under 25	Number	7	#	0	6	0
	%	11%	#%	0%	10%	0%
25-29	Number	9	4	#	#	0
	%	15%	6.5%	#%	#%	0%
30-34	Number	9	5	0	4	0
	%	15%	8%	0%	6.5%	0%
35-39	Number	7	#	#	#	0
	%	11%	#%	#%	#%	0%
40-44	Number	8	#	0	5	0
	%	13%	#%	0%	8%	0%
45-49	Number	10	4	#	5	0
	%	16%	6.5%	#%	8%	0%
50-54	Number	4	#	#	0	0
	%	6.5%	#%	#%	0%	0%
55-59	Number	4	3	0	#	0
	%	6.5%	5%	0%	#%	0%
60 and over	Number	#	#	#	#	0
	%	#%	#%	#%	#%	0%

## Disability

The data provided below is a percentage of known disability status. It includes only those employees who make a declaration of a disability. The numbers for those who have not made a declaration or who have chosen not to declare are excluded.

We currently hold disability status information for 100% of our staff.

### Percentages of staff with known disability status at Autumn 2015/16

Disabled	0
Non-Disabled	61

## Ethnicity

The ethnic mix of the staff does not reflect the community that we serve. We have a significantly larger proportion of white staff and a low proportion of both black and mixed staff in relation to our pupil population.

### Ethnicity profile of staff

	Number	% of staff
Asian or Asian British	0	0%
Black or Black British	6	10%
Chinese	0	0%
Mixed	4	6.5%
Any other ethnic group	12	20%
White	38	62%
Information withheld	#	#%

## Gender

### Gender profile of staff

	Percentage of all staff
Female	88.5%
Male	11.5%

### Gender identity or reassignment

Data on the gender identity of our employees is not currently recorded.

### Marriage and civil partnership

Data on the marital and civil partnership status of our employees is not currently recorded.

## **Pregnancy and maternity**

Staff who are pregnant (number of staff)	0
Staff on maternity leave (number of staff)	1

## **Religion and belief**

Data on the religious or other beliefs of our employees is not currently recorded.

## **Sexual orientation**

We do not currently collect data on staff members' sexual orientation.

## **Additional information:**

### **Activities that promote equality for our employees**

- We are committed to supporting employees' access to work. Our disabled staff have stated that they do not currently need any form of modification.
- When we have advertised posts we have paid special attention to applications from under-represented groups. Wherever candidates from these groups have met the set criteria they have been short-listed.

## **Recruitment and selection of staff**

We are aware that our workforce does not fully reflect the community we work in and are totally committed to trying to improve the balance. We seek to ensure that all job applicants and staff are treated fairly, with respect and without bias. No applicant or member of staff will be treated less favourably than another because of her or his age, disability, ethnic origin, gender, gender identity, sexual orientation, marital status, caring or parental responsibilities, racial group, religious or philosophical beliefs. Short-listing is fair and consistent, comparing applications against the objective criteria set out in the job description and person specification.

## **Grievances and disciplinary procedures**

Please refer to these specific policy documents

## **Engagement with staff and trade unions**

All teaching staff are members of the NUT – including the Headteacher.  
Most support staff are in UNISON or the GMB.  
Both UNISON and the GMB have been invited into school to discuss pensions and other issues for support staff.



# **Equality Objectives 2017-2018**

**Beecroft Garden Primary School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows:**

**1. We will challenge stereotypes and prejudices...**

by tackling bullying, broadening children's aspirations and building their confidence to be themselves. We will focus on issues linked to gender, ethnicity, disability, and LGBT.

**2. We will understand and tackle the barriers to learning our vulnerable children face...**

especially incidents of multiple disadvantage. We will take into account the factors that evidence shows make children vulnerable and contribute to or are associated with poor outcomes: SEND, medical conditions, gender, ethnicity, lower socio-economic background, EAL, LAC and any other factor which has triggered the involvement of Children's Social Care.

**3. We will tackle/reduce poor attendance and punctuality among vulnerable groups...**

understanding that this is a key driver in ensuring the very best outcomes for all children.