

Equality Objectives 2019 – 2020 (reviewed)

Context

Every school is required to ensure the needs of all vulnerable groups, including those covered by the Equality Act. In doing so, targets are set on a yearly basis to address any gaps in achievement, behaviour and/or attendance between groups with a protected characteristic under the Act and their non-vulnerable peers. Targets are set for the school and not cohorts.

Each year, the Equality link governor will visit to look at data and discuss any issues, assessing whether the previous year's targets have been met and to set targets for the next year in conjunction with the Head of School.

The targets for 2017-18 were set by the Head of School to be discussed with the Equality link governor.

In order to meet our school's general and specific duties under the Equality Act 2010.

1. Understanding Our School Community – Equality Information

Using school data the following information was correct as of 10th May 2018:

Ethnic Categories (numbers)							
White British	284	White & Black Caribbean	3	Indian	3	Portugese	
Irish	1	White & Asian	3	Pakistani	3	Refugee	
Any other white background	4	White & Black African		Bangladeshi		Asylum Seeker	
Traveller of Irish Heritage		Any Other Mixed background	11	Any other Asian background		Any Other Ethnic Group	
Gypsy/Roma		Chinese		Black Caribbean		Information Refused	
White European		Any other Chinese background		Black African		Information Not Obtained	

Disability		
	Percentage	Number
No Disability	99%	308
Disability	1%	1

Special Educational Needs (SEN)		
	Percentage	Number
No Specified SEN	72%	222
School Concern Level 1	19%	59
School Concern Level 2 (SEN support)	6.1%	19
School Concern Level 3 (sup+EHCP)	2.9%	9

Religion and Belief (numbers)					
Anglican		Church of England	19	Sikh	3
Baptist		Hindu		No Religion	174
Buddhist		Jewish	1	Other Religion	27
Catholic	4	Methodist		Unknown	16
Christian	64	Muslim			

We currently do not ask for information about a child's religion. The information is not needed for the school census. We are currently deciding whether or not to collect this data in future.

Deprivation		
	Percentage	Number
Pupil Premium*	6%	19
Non-Pupil Premium	94%	290

*Any pupil in receipt of Free School Meals at any time during the last 6 years

No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT).

2. Understanding the Information Gathered

Gender (numbers)		
	Percentage	Number
Girls	51%	157
Boys	49%	152

General Context

Having viewed recent information about the local community it appears that the school is a fair reflection of the immediate local community. The vast majority of our pupils come from within our catchment area and

those that do not come mostly from Burton Joyce. However, our school is not representative of schools in the local area in terms of levels of deprivation and SEN.

School	Percentage of pupils with a statement of SEN or EHCP Plan	Percentage of pupils with English not as a first language	Percentage of pupils eligible for FSM during the past 6 years	% of pupils achieving Expected Standard in Reading, Writing and Maths 2017
National Figures	3%	21%	25%	61%
Burton Joyce	0.64%	2.2%	6.2%	67%

3. Equality Objectives 2019 - 20

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g school councils

Following our analysis we have developed Equality Objectives in order to meet the following requirements of the Equality Act:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by the Act
- **Advance Equality of Opportunity**, between persons who share a relevant protected characteristic and persons who do not share it
- **Foster Good Relations** between persons who share a relevant protected characteristic and persons who do not share it

1. Race and Religion

Equality Objective: To further develop our PSHE, RE provision and global links to continue to grow awareness of all major faiths, ethnicities and cultures.

Why: The school recognises that the population of Burton Joyce and our school is predominately white British. Therefore, we aim to broaden children's awareness and understanding of different faiths and ethnicities throughout the work we do across the curriculum. We do this in a number of ways, for example through the visitors we have in to school, educational visits, curriculum days, celebrations, links to schools in other places across the world etc.

How: Develop further our Global links with Mbaruku school.
Continue to work with British Council on Un sustainable Goals – through running of projects in school
Co-ordinator will attend SACRE conference and adapt/review our PSHE and RE schemes of work.
Work with Trust lead on 'Diversity Project'.
To ensure all children have first-hand experience of world faiths through visitors and visits.

Outcome: Pupils' understanding of different cultures deepen and we will have a clear structure for promoting and championing race equality. *Continue into next year*

2. Attainment

Equality Objective: 1) To raise the attainment and progress for pupils who feature in more than one vulnerable group (multi-factor).

Why: The use of early identification aims to reduce the gaps in attainment and progress between these groups of pupils but we recognise that we need to continue to reduce the gap further.

How: Children at risk identified for class teachers so targeted support is facilitated
Interventions/Provisions will be recorded on Provision maps
SENCO, SLT, IT lead will support in running of targeted interventions.
Appraisal targets will link to specific groups/pupils

Outcome: The gap in performance will be narrowed, thus giving our disadvantaged pupils the best chance of academic success at secondary school. *Due to CoVid19 and loss of time in school, more time needed to fully assess and address gaps*

3. Attendance

Equality Objective: To ensure attendance of all groups of children is in line with good attendance (96%) or above and ensure pupils arrive on time for school.

Why: Analysis of the data shows that there is currently no link between particular groups of pupils and persistent absentees. We need to continue to monitor this for all groups to identify early any trends that may appear.

How: Pupils that are persistently late will be identified and monitored. HT will meet with parents/carers of pupils that are persistently late and action plan/support put in place to address any issues.
 Closely monitoring all pupils' absence with a particular focus on the pupil premium group.
 Act immediately should any pupil's attendance drop below 90%.
 Make greater use of fines for persistent non-engagement or refusal of support.
 Write to all parents on a termly basis informing them of their child's current attendance rates and whether we have any early concerns.

Outcome: No disadvantaged pupil's attendance rate will be less than 90% (the definition of persistent absentee).

4. Prejudice Related Incidents

Equality Objective: To continue to raise awareness and tolerance of differences.

Why: The groups we have in school of children who have any of the protected characteristics is relatively small compared to national figures. Therefore, we believe it is important to ensure that all differences are recognised and celebrated.

How: Specific activities detailed within the PSHE and RE curriculum.
 Direct education about homophobia and racism.
 We will ensure that awareness and tolerance of differences is recognised in all curriculum areas, as appropriate.
 SLT to keep informed on topical incidents/issues and share with staff and pupils as appropriate.

Outcome: All in the school community feel valued, especially those with any of the protected characteristics. *Will need to continue next year to embed due to loss of teaching time in school. New JIGSAW programme implemented across school. Staff use Picture News to talk about current issues in media*

5. Disability

Equality objective: To continue to ensure all aspects of school provision takes into account the needs of disabled pupils and parents to ensure their thoughts, views and ideas are represented.

Why: Although we try to ensure all children and parents views are sought and considered through such avenues as the School Council, parent meetings and open door policy, as a school we feel we may be able to develop this further, ensuring the perspective of our disabled pupils/parents are taken into account.

How: Ensure opportunities are sought to provide a forum for open discussion for all. Questionnaire for all school stakeholders. Analysis and create actions/objectives according to responses.

Outcome: Pupils with disabilities and their families feel their views are listened to and taken into account. *Will continue into following academic year – use guest speakers for assemblies etc when able to do so*

5. Evaluating Impact

We will engage with our school community to ensure the objectives identified are the best ones for this year based on the data analysis. The Governing Body will monitor progress on all Equality Objectives in the Autumn term 2021.