

# Equality Objectives 2020 – 2021

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## 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 2020 - 2021 were set by the Head teacher to be discussed with the Equality link governor.

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

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## 1. Understanding Our School Community – Equality Information

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Using school data the following information was correct as of : 05 October 2020

Ethnic Categories (numbers)							
White British	271	White & Black Caribbean	3	Indian	1	Portugese	0
Irish	1	White & Asian	3	Pakistani	3	Refugee	0
Any other white background	3	White & Black African	0	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed background	12	Any other Asian background	1	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	0	Black Caribbean	0	Information Refused	0
White European	1	Any other Chinese background	0	Black African	0	Information Not Obtained	0

Disability		
	Percentage	Number
No Disability	99%	298
Disability	1%	1

Special Educational Needs (SEN)		
	Percentage	Number
No Specified SEN	87.6%	262
School Concern Level 1	0	0
School Concern Level 2 (SEN support)	11%	33
School Concern Level 3 (sup+EHCP)	1.4%	4

Religion and Belief (numbers)					
Anglican	0	Church of England	0	Sikh	0
Baptist	0	Hindu	0	No Religion	201
Buddhist	0	Jewish	3	Other Religion	18
Catholic	0	Methodist	0	Unknown	0
Christian	75	Muslim	2		

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%	17
Non-Pupil Premium	94%	282

\*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

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Gender (numbers)		
	Percentage	Number
Girls	49.9%	149
Boys	50.1%	150

#### 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 2020
<b>National Figures</b>	3%	21%	25%	No sats
<b>Burton Joyce</b>	0.66%	1.6%	5.68%	No sats

### 3. Equality Objectives 2020 - 21

Due to the Covid19 pandemic and subsequent loss of time in school, our objectives from last year have been rolled over to this. However, there are some additional actions to reflect our curriculum development.

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.

#### 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  
CoVid19 Catch Up programme

**Outcome:** The gap in performance will be narrowed, thus giving our disadvantaged pupils the best chance of academic success at secondary school.

### 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.  
Regular reminders via App about attendance and punctuality

**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.  
Implement and embed new PSHE scheme in school -Jigsaw  
Picture News assemblies for KS1 and 2

**Outcome:** All in the school community feel valued, especially those with any of the protected characteristics.

## 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.

## 5. Evaluating Impact

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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.