

## Equality Objectives 2018- 2019 reviewed

In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared by the Head Teacher and Pupil Groups Governor.

### 1. Understanding Our School Community – Equality Information

The following information was correct as of September 2018.

Ethnic Categories (numbers)							
White British	173	White & Black Caribbean		Indian	4	White and black Caribbean	7
Irish	1	White & Asian	1	Pakistani		Refugee	
Any other white background	1	White & Black African		Bangladeshi		Asylum Seeker	
Traveller of Irish Heritage		Any Other Mixed background	2	Any other Asian background		Any Other Ethnic Group	
Gypsy/Roma		Chinese		Black Caribbean		Information Refused	1
White European		Any other Chinese background		Black African		Information Not Obtained	5

Disability		
	Percentage	Number
No Disability	0%	0
Disability	100%	195

Special Educational Needs (SEN)		
	Percentage	Number
No Specified SEN	93.33%	182
EHC Plan	0	0
SEN Support	6.66%	13

Religion and Belief (numbers)					
Anglican		Church of England	18	Sikh	2
Baptist		Hindu	2	No Religion	88
Buddhist	1	Jewish		Other Religion	3
Catholic	1	Methodist		Unknown	18
Christian	62	Muslim			

Deprivation		
	Percentage	Number
<b>Pupil Premium*</b>	3.59%	7
<b>Non-Pupil Premium</b>	96.41%	188

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

Gender (numbers)		
	Percentage	Number
<b>Girls</b>	46.15%	90
<b>Boys</b>	53.85%	105

**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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### 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 Saxondale or Cotgrave.

## 3. Equality Objectives 2017 - 18

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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 six 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 update our Personal, Social and Health Education (PSHE) programme to include issues around Equality continue to be covered throughout the school.**

**Why:** As the school and areas around are non-diverse in several ways, many of the children have narrow experiences of different families, religions, sexual orientation and ethnicity. It is important that all these different sectors of society are valued and understood.

**How:** We will rewrite our PSHE schemes of work to ensure coverage of the SLES strands and update our PSHE Policy.

**Outcome:** Pupils will continue to have an understanding of different cultures and we will have a clear structure for promoting and championing race equality.

We continue to review our work in this area in line with new guidelines. Assembly plans ensure diverse cultures and religions are celebrated.

## 2. Attainment

**Equality Objective: To continue to close the gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths.**

**Why:** The gap between disadvantaged and on disadvantaged children is significant in all areas.

**How:** By targeted interventions, pre and post teaching sessions.

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

This work continues in line with our Pupil Premium strategy. Some children have other factors in addition to pupil premium. Small numbers of children make it difficult to compare statistically.

## 3. Attendance

**Equality Objective: To ensure attendance of all groups of children is in line with good attendance (96%) or above.**

**Why:** To ensure that all pupils are able to make good progress

**How:** Focus attendance monitoring, concern letters, TAC meeting is necessary with parent/carers, positive reward for those with good attendance

**Outcome:** Attendance is above 96% Attendance was close to 96%. Concern letters sent.

## 4. Prejudice Related Incidents

**Equality Objective: To eliminate the use of the term gay as an insult.**

<b>Why:</b>	Although anecdotal evidence would indicate that the term gay is not widely used as an insult within school, there are pupils who still do not understand why the word should not be used in this way. Our review of last year's target also showed that not all staff respond in the same way when responding to an incident. We need to make sure there is the same response no matter which member of staff deals with an incident.
<b>How:</b>	Record all uses of the word gay when used as an insult. Include resources from Stonewall in our SRE and PSHE curriculum which tackle the issue directly. Train all staff in school as to the correct way to deal with an incident.
<b>Outcome:</b>	The use of gay as a term of abuse is understood by all in the school community to be unacceptable.

## 5. Disability

**Equality objective: Increase the representation of disabled pupils to ensure that their views on whole school decisions are heard**

<b>Why:</b>	Although we have a School Council with the remit of listening to pupils' views, we do not know whether or not the unique perspective from our disabled pupils is taken into account. It is important that disabled pupils do not feel that they are prevented from joining the School Council or offering their ideas.
<b>How:</b>	Ensure that there is an additional place on the school council for a representative of SEN/Disabled pupils. Ensure that whenever the School Council is seeking the views of pupils they take into account the views of disabled pupils. This may have to be done separately to ensure the pupil voice is representative.
<b>Outcome:</b>	Pupils with disabilities feel their views are listened to and taken into account.  We now have a representative on the School Council. This representative was voted as part of the regular system. If there is no representation from children with additional needs in the next vote, we will ensure that an additional place is made.

## 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 Spring term 2019.