

Equality Objectives

In order to meet our school's general and specific duties under the Equality Act 2021, the following information has been prepared.

Understanding our school community - Pupils

There are 452 children on roll. There are 213 Girls and 246 boys.

What information on pupils is collected by protected characteristics?

The information in March 2023:

81% of our pupils are White British, with 19% of pupils representing a range of different ethnic backgrounds, with the second most prominent group being any other white background (6.4%)

Pupils with SEND form 11.4% of our school population.

8.3% of our pupils are classified as disadvantaged.

49% of our school population identify as having no family religion. 32% identify as having Christian family ethos. 3.5% identify as having Muslim beliefs.

No information is available for the following protected characteristics which are not recorded within school:

Gender reassignment – the school did not have any information on whether any of the children on roll had reassigned their gender.

Sexual identify – the school did not have any information on whether any of the pupils on roll identified as LGBTQ+

Understanding the information gathered:

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

- Admissions
- Attainment

- Attendance
- Engagement in social activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies eg football team, school council.

Following our analysis, we have developed our Equality Objectives 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

Objective 1: Attendance

Equality Objective	To embed the importance of good attendance within the culture of whole school community to secure equality of opportunity for pupil engagement, attainment and progress
Why	Some groups of pupils (disadvantages, SEND) do not attend as well as others, and there has been a slight decrease in whole school attendance since the covid pandemic.
How	Increased monitoring and action taking by key staff. Offering support sessions with SENCo or ELSA, seeking external agency support where needed. Concern letters, meetings with parents and if necessary, use of fines. Use of positive rewards for pupils with good attendance.
Outcome	Whole school attendance will reach 97%, with no more than 2% differences between any significant groups of pupils

Objective 2: Understanding and Valuing Diversity

Equality Objective	To increase understanding of equality, diversity and inclusion by the whole school community, including SLT, governors, staff, pupils and parents.
Why	<p>The school's SEND population has increased, with an increasing proportion of pupils now demonstrating needs related to communication and interaction, or social, emotional and mental health. There is a need to educate the community to help develop greater understanding, tolerance, and empathy in relation to the needs of neurodiverse pupils. This will also include self-awareness for pupils who know they are neurodiverse.</p> <p>Our school has a small numbers of pupils from ethnic groups other than White British and other White backgrounds, with a significant number of children identifying as from families with no religions. A planned rich and diverse curriculum will help support knowledge and understanding of wider populations. Wider opportunities will promote understanding of diversity.</p>
How	<p>Within Curriculum planning, enrichment and explicit teaching of other cultures and viewpoints (PSHE, RE, assemblies). CPD for all staff to improve knowledge and understanding of how to identify and remove potential barriers for pupils with SEND and maximise progress.</p> <p>Improve focus of interventions to help support individual needs.</p>
Outcome	<p>Staff will have improved skills and understanding of the needs of SEND pupils and will be more confident in adapting the curriculum to meet these.</p> <p>There will be greater respect for others within and outside of the school community.</p>

Objective 3: Personal Development

Equality Objective	To increase understanding of personal, social and interaction skills.
Why	Following the covid pandemic, pupils need additional support to understand the differences within communities and to value these. In Early Years, pupils need additional support as last year, a significant number of pupils did not achieve GLD due to gaps in PSED. Children have shown they require additional support to resolve issues and to implement strategies within group situations.
How	Development of PSHE curriculum alongside RE curriculum to deepen understanding of differences, respect, values. Mental Health Lead role will be developed within school. Offer greater support for SEMH through ELSA and additional in school support.
Outcome	Reduced conflict between pupils, and greater understanding of personal and emotional concepts. Improved social communication and interaction will result in reduced play and lunchtime incidents.