

# Equality Objectives 2018 - 2019



In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared by the Governing Body.

## 1. Understanding Our School Community – Equality Information

Using school data the following information was correct as of 10<sup>th</sup> May 2018:

Ethnic Categories (numbers)							
White British	224	White & Black Caribbean	2	Indian	2	Portugese	2
Irish	0	White & Asian	2	Pakistani	1	Refugee	0
Any other white background	3	White & Black African	4	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed background	1	Any other Asian background	0	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	1	Black Caribbean	0	Information Refused	1
White European	0	Any other Chinese background	0	Black African	1	Information Not Obtained	6

Disability		
	Percentage	Number
No Disability	92%	230
Disability	8%	20

Special Educational Needs (SEN)		
	Percentage	Number
No Specified SEN	89%	222
School Concern Level 1	9%	22
School Concern Level 2	2%	5
School Concern Level 3	0.4%	1

Religion and Belief (numbers)					
Anglican		Church of England		Sikh	
Baptist		Hindu		No Religion	
Buddhist		Jewish		Other Religion	
Catholic		Methodist		Unknown	
Christian		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
<b>Pupil Premium*</b>	20%	49
<b>Non-Pupil Premium</b>	80%	201

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

Gender (numbers)		
	Percentage	Number
<b>Girls</b>	53%	136
<b>Boys</b>	47%	114

**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 Bingham. However, our school is not representative of schools in the local area in terms of levels of deprivation and SEN.

Comparisons with the 7 schools (DfE Performance tables Sep 17) within 4 miles of Robert Miles Junior are as follows:

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
<b>National Figures</b>	<b>3%</b>	<b>21%</b>	<b>25%</b>	<b>61%</b>
<b>Robert Miles Junior</b>	<b>0%</b>	<b>3%</b>	<b>20%</b>	<b>73%</b>
<b>Carnarvon Primary</b>	0%	3%	7%	77%
<b>Archbishop Cranmer Primary</b>	0%	0%	8%	91%
<b>Cropwell Bishop Primary</b>	1%	1%	6%	70%
<b>Gunthorpe Primary</b>	0%	3%	10%	50%
<b>Langar Primary</b>	0%	0%	10%	69%
<b>Radcliffe Junior</b>	0%	2%	12%	69%
<b>St Peter's East Bridgford</b>	0%	2%	10%	79%

### 3. Equality Objectives 2018 - 19

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 PSHE and RE provision to ensure awareness of all major faiths and ethnicities.**

**Why:** The school recognises that the population of Bingham and our school is predominately white British. However, we recognise that the area is changing due to many housing developments and we anticipate an increase in BME groups. Numbers may rise.  
We want to build on the work we did towards the Stephen Lawrence Award to ensure our curriculum reflects the diversity of modern Britain and all children have the opportunity to explore, in depth, a range of religions/faiths.

**How:** We will rewrite our PSHE and RE schemes of work to ensure all children have first hand experience of world faiths through visitors and visits.

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

#### 2. Attainment

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

**Why:** The use of the pupil premium has reduced the gaps in attainment and progress between disadvantaged and non-disadvantaged pupils in some areas but we recognise that we need to continue to reduce the gap further.

**How:** Through the targeted use of the Pupil Premium funding (see Improvement Plan Objective 1)  
This will be a pupil progress appraisal target for all staff.

**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 increase attendance rates for disadvantaged pupils.**

**Why:** Analysis of the data shows that the pupil premium group make up a disproportionate number of persistent absentees. We need to ensure that this improves due to the positive effect this will have on their academic progress.

**How:** 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 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:** Activities drawn for the PSHE and RE curriculum.  
Direct education about homophobia and racism.  
We are currently beginning a full curriculum review. We will ensure that awareness and tolerance of differences is recognised in all curriculum areas, as appropriate.

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

### 5. Disability

**Equality objective: (i) To implement the recommendations from our Disability Action Audit (ii) To ensure the voice of disabled pupils is heard.**

**Why:** (i) We had a Disability Action Audit in 2017 and there is now an action plan to move forward with the recommendations.  
(ii) 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.

**How:** (i) Complete the action plan.  
(ii) Ensure that all pupils can apply to be on the School Council, even those who would find the application/interview difficult due to their disability.  
Ensure the School Council specifically seeks the views of disabled pupils when canvassing opinions

**Outcome:** (i) Recommendations are completed and the school building is one that is easy to access for all people regardless of disability.  
(ii) Pupils with disabilities feel their views are listened to and considered.

## 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 2019.