

Equality Objectives *(last updated September 2024)*



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.

I. Understanding Our School Community – Equality Information

Using school data the following information was correct as of 6th September 2024

Ethnic Categories (numbers)							
White British	166	White & Black Caribbean	2	Indian	1	Portuguese	
Irish	1	White & Asian	5	Pakistani		Refugee	
Any other white background	5	White & Black African	2	Bangladeshi		Asylum Seeker	
Traveller of Irish Heritage		Any Other Mixed background	5	Any other Asian background	2	Any Other Ethnic Group	2
Gypsy/Roma		Chinese	25	Black Caribbean		Information Refused	3
White and Chinese	1	Any other Chinese background	12	Black African		Information Not Obtained	4

Disability		
	Percentage	Number
No Disability	93.2%	220
Disability	6.8%	16

Special Educational Needs (SEN)		
	Percentage	Number
No Specified SEN	87.71%	207
Sen Support	0.85%	27
EHCP	11.44%	2

Deprivation		
	Percentage	Number
Pupil Premium*	22.88	54
Non-Pupil Premium	77.12	182

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

Gender (numbers)		
	Percentage	Number
Girls	56.78	134
Boys	43.22	102

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.

Religion - The school does not have any information on the children's religions. The information is not needed for the school census. We are currently deciding whether or not to collect this data in future.

2. Understanding the Information Gathered

General Context

Having viewed the most 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 less representative of schools in the borough of Rushcliffe in terms of levels of deprivation and SEN.

Comparisons with the 7 schools (DfE data 2021/22) 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 SEN Support	Percentage of pupils with English not as a first language	Percentage of pupils eligible for FSM during the past 6 years
National Figures	4.8%	13.6%	21.3%	24.6%
Robert Miles Junior	0.4%	12%	2.3%	22%
Carnarvon Primary	0.4%	5.3%	4.3%	7.4%
Archbishop Cranmer Primary	0%	3.2%	10.6%	14.8%
Cropwell Bishop Primary	0%	9.1%	6.4%	10.2%
Gunthorpe Primary	1%	2%	4%	11.4%
Langar Primary	1%	17.2%	1%	8%
Radcliffe Junior	0.6%	12.5%	4%	13.5%
St Peter's East Bridgford	0%	4.3%	1.4%	7%

3. Equality Objectives

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 five 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 first hand experience of all major faiths and ethnicities.

Why:	The school recognises that the population of Bingham and our school is predominately white British. However, we also recognise that the area is changing due to many housing developments, and we anticipate an increase in BME pupils, particularly from Hong Kong.
How:	We will review our RE and PSHE schemes of work to ensure all children have first-hand experience of world faiths through visitors and visits. We will also ensure that our assembly and community linked work helps to develop understanding.
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 between disadvantaged and non-disadvantaged pupils in some areas but we recognise that we need to continue to reduce the gap further. Sadly, post Covid, this gap has once again widened. We will continue to use government funding to provide appropriate support to disadvantaged pupils.
How:	Through the targeted use of the Pupil Premium and other funding sources
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:	Attendance at the school is generally strong when compared against national and regional data for primary schools. However, 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 progress. (This area was a school improvement priority in academic year 2023/24 resulting in the attendance of this group rising above the national average for their comparable peers.)
How:	<ul style="list-style-type: none"> • 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 • Allocate staff member to families with concerning attendance to ensure positive relationships are developed.

Outcome:	Fewer disadvantaged pupil's attendance rate will be less than 90% (the definition of a persistent absentee).
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4. Prejudice Related Incidents

Equality Objective: 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:	<ul style="list-style-type: none"> • Ensure education in this area is included in our PSHE curriculum (Jigsaw). • Direct education about homophobia and racism through PSHE and in assemblies. • We will ensure that awareness and tolerance of differences is recognised in all curriculum areas, as part of our current review.
Outcome:	All in the school community feel valued, especially those with any of the protected characteristics.

5. Disability

Equality objective: To commission a Disability Access Audit and create an action plan based on the findings.

Why:	We had a Disability Action Audit in 2017 and now 7 years later we want to see how well we have implemented the recommendations in the report.
How:	Commission the audit, draw up the action plan and begin to act on the plan.
Outcome:	Recommendations are completed and the school building is one that is easy to access for all people regardless of disability.

4. 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 over the course of the academic year,