



## Equality Information and Objectives

Completed by:	James Rich
Approved by the Governing Body	May 2024
Last Reviewed	April 2024
Next Review Due By	April 2028

## INTRODUCTION

This document provides information on the Barwick and Stoford Community Primary School context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives every four years which show how we plan to tackle particular inequalities, and reduce or remove them. Barwick and Stoford Community Primary School meets the diverse needs of its pupil population and makes advances in all aspects of equality through its focus on:

- Securing and maintaining excellent teaching, learning and assessment for all pupils
- ‘Narrowing any gaps’ in achievement identified within school and in comparison to local and national benchmarks.
- Ensuring pupils are free from bullying in all its manifestations including all types of prejudice-based bullying.
- Dealing effectively and consistently with pupil behaviour leading to self management and reducing impact on learning.
- Building a cohesive school community where all pupils thrive. This statement applies to all pupils and staff. Our school is committed to equality both as an employer and a service-provider.
- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for all of our pupil groups support is needed to help them to achieve well and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their sex, race, disability, religion or belief; sexual orientation, gender reassignment their marital or civil partnership status; being pregnant or having recently had a baby.

## **SCHOOL CONTEXT – PUPIL**

This section provides information on the composition of the pupil population at Barwick and Stoford Community Primary school with respect to the ‘protected characteristics’ outlined in the Equality Act. The Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

### **GENDER (%)**

Male – 53%

Female – 47%

Analysis of assessment trends between 2018 and 2022, indicate that girls and boys perform at least as well, and frequently better than, national comparatives. They also perform as well as each other. We monitor the attainment and progress of all our pupils by gender and take actions to address any negative trends that may materialize including in terms of attendance.

### **SPECIAL EDUCATIONAL OR MEDICAL NEEDS AND DISABILITY**

Pupils with a Statement of SEN or EHCP: 4

We ensure that our pupil with SEND requirements attain equally well and are given exactly the same range of opportunity as other pupils. Analysis of our data trends over the period 2018-22 shows that our SEND pupils make good progress in comparison with national figures. There are no gaps in attainment related to pupil’s physical disabilities. The school building is fully compliant with the current DDA legislation requirements.

### **ETHNICITY AND RACE (including EAL learners)**

Category	Percentage
White British	97%
Any other White background	0%
Any Mixed Background	3%
English as an additional language	0%

We are committed to working for the equality of all ethnic groups. Analysis of assessment trends between 2018 and 2022, indicate that children from all ethnic backgrounds perform at least as well, and frequently better than, national comparatives.

## ADDITIONAL GROUPS

We look at how we help all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income backgrounds

Pupils eligible for Pupil Premium Funding	48% (31 pupils)
Pupils receiving the post-16 bursary	N/A

Progress and achievement is our central concern and is a major equality issue. Our primary concern is that all individuals, irrespective of their background, make outstanding academic progress in order that they can secure good qualifications and have the choice to go to university or pursue a career of their choice. Without this progress they will not have the equality of opportunity to choose university or a particular career. Given this, we have a great deal of strategies to address this, some of which are detailed below: Interventions for all pupils who have fallen behind in either Maths or English. Track and assess progress at least termly and take appropriate action where progress is not sufficient. Reading in each class every morning for every pupil to boost literacy and engender a love of reading. Plan using the end point as our starting point. In other words, we think about the skills and knowledge our pupils will need at GCSE and A level and start planning towards this. Targeted use of the Pupil Premium to eliminate inequality of opportunity and allow every pupil to shine.

## **RELIGION AND BELIEF**

We are committed to ensuring that all of our pupils regardless of faith, background or belief are treated fairly and equally. Tolerance of other faiths is one of the central tenets of our school, as is our desire to enable all of our pupils to learn more and gain a respect for the beliefs of groups other than their own.

### **1. Aims**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to: Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010 Advance equality of opportunity between people who share a protected characteristic and people who do not share it Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

### **2. Legislation and guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. This document also complies with our funding agreement and articles of association.

### **3. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils Monitor success in achieving the objectives and report back to governors

Staff will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

The school has a designated member of staff for monitoring equality issues (headteacher). They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic and in doing so make reasonable adjustments which do not prejudice the wellbeing of the overall pupil body.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school opportunities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. attendance data for girls and boys).

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our junior governors has representatives from different year groups and is formed of pupils from a range of backgrounds.
- All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We also work with parents to promote knowledge and understanding of different cultures.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups.

For example, when a school trip or activity is being planned, the school considers whether the trip:

- Clashes with any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- The school ensures that as part of the EEC live risk assessment process we include questions in the risk assessment which address the need of pupils with protected characteristics.

## **8. Equality objectives**

### Objective 1:

To reduce persistent absenteeism in FSM children which is proportionally higher than non FSM children.

Why we have chosen this objective: Excellent attendance is key to attaining well in school.

To achieve this objective we plan to: Monitor and promptly follow up any pupils who fall in the below 90% attendance bracket.

### Objective 2:

To close gaps in attainment and achievement between all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after

Why we have chosen this objective: We are committed to ensuring equal treatment for all.

To achieve this objective we plan to: closely monitor provision for and outcomes achieved by these groups and put interventions in where necessary.

### Objective 3:

To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.

Why we have chosen this objective: We wish all of our pupils to have an equal opportunity to enjoy and excel in extra- curricular opportunities given to them.

To achieve this objective: We will make efforts to invite and include pupils in more activities taking place during extra- curricular time.

## **9. Monitoring arrangements**

The Governing Body will have updated equality information annually. This document will be reviewed at least every four years. New objectives will be agreed upon every four years. This document will be approved by the Governing Body.