



## School Equalities Information and Objectives (December 2015)

Abbots Farm Junior School have used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

### School Profile

- How many children are on roll at the school?

**264 Pupils in total**

- What information on pupils is collected by protected characteristics?

Using the SIMs data the following information was available:

Ethnic Categories							
White British	206	White & Black Caribbean	6	Indian	9	Any Other Black Background	0
Irish	0	White & Asian	4	Pakistani	7	Refugee	0
Any other white background	2	White & Black African	0	Bangladeshi	1	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	3	Any other Asian background	2	Any Other Ethnic Group	2
Gypsy/Roma	0	Chinese	1	Black African	3	Information Not yet obtained	0
White European	16	Any other Chinese background	0	Black Caribbean	0	Information Not Obtained	2

Disability Categories			
Not Collected	Needs Medication	0	Other Disability / Health Problem
No disability	Problems with Incontinence	1	
Problems with Mobility	Problems with Communication		
Problems with Hand Function	Problems with Hearing	1	
Problems with Personal Care	Problems with Vision	1	
Problems with Eating and Drinking	Problems with ASD / Aspergers		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	89.5%	236
SEND Support	9%	24
Statement/ EHCP	1.5%	4

Gender	
Girls	130
Boys	134

Religion & Belief				
Anglican	Church of England		Sikh	1
Baptist	Hindu	10	No Religion	84
Buddhist	Jewish		Other Religion	10
Catholic	Methodist		Unknown	
Christian	Muslim	13	Refused	4

- **Gender Reassignment** – As far as the school is aware, no children have undergone gender reassignment.
- **Sexual Identity** - The school has no information on whether any of the pupils on roll are identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question has never been asked. The Governing Body feel this it is not appropriate to seek this information at primary school level.

## OBJECTIVES

(Data will be collected via parent, pupil and staff questionnaires and the scheme will be responsive to current needs)

Through **Teaching and Learning** our objectives are that

- All classroom staff ensure pupils are taught in an inclusive environment where pupils feel safe, included and their contributions are valued.
- Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- Resources and displays in all curriculum areas reflect and celebrate the experience and backgrounds of the range of people living in the UK.
- The curriculum and its delivery are differentiated appropriately to ensure the inclusion of: boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.

Our commitment to **Equality and Cohesion** is demonstrated by our work to;

- promote equality, by assessing the impact of our policies on different groups
- challenge and eradicate discrimination and harassment, for example, by acting quickly to deal with all bullying
- promote community cohesion, for example, through involvement with school linking and other activities
- encourage greater participation in public life, through involvement with schools councils, PTA's and Governing bodies
- ensure our curriculum reflects the society we want to encourage, that respects diversity and reinforces positive community values
- take care to ensure all pupils can access an appropriately designed curriculum
- promote human rights and equality through the PSHE and Citizenship Curriculum
- ensure all children can access, and participate in if they and their parents wish, out of school activities
- develop and report our equality work as part of our business planning, school improvement, and school self evaluation processes
- develop and supporting our workforce, providing a working environment free from harassment
- work together with pupils, parents, staff, stakeholders and the wider community to develop and make real our equality aims and objectives
- review and audit all our Equality and Cohesion activities

With regard to **Community Cohesion**, we aim to ensure that throughout the school we are utilising opportunities to enable pupils and staff to understand the contribution they can make to enhancing their communities and making connections with others

### **Partnership with parents/carers**

Our school endeavours to provide all information for parents/carers in accessible, user-friendly language and formats. We will provide progress reports and information in community languages and alternative formats when requested in order to ensure that all parents/carers are enabled to participate. We aim to make information and meetings for parents accessible. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school. Actions will be included in the school's action plan to address any inconsistencies, if found.

### **Gathering information**

To support our goal of achieving equality and cohesion it is essential that we have accurate and clear information. We can then aim to see where there are any differences in outcomes, attainment or experience. We collect data on pupils, staff and other users of the school. We consider the results of our monitoring and use the data to target, plan and deliver more effectively to those experiencing differential outcomes. The data we continue to collect will be utilised to develop the next scheme and action plan. Any gaps in data that we have discovered will also be addressed through the action plan.

### **The Role of the Governing Body**

The governing body acknowledges that it has overall responsibility to ensure that equality and community cohesion is promoted throughout the organisation; however it may delegate day to day responsibility to the school leadership team.

The governing body aims to ensure that all staff are aware of, and understand, their responsibilities regarding equality legislation and guidance.

The governing body will regularly audit progress on this Scheme, receiving regular reports from the leadership team on progress made, incidents reported and targets reached. They will ensure that challenges are set to enable the school to reach its aims.

The governing body will ensure, through the process of impact assessment, that all relevant policies and procedures reflect the school's commitment to the principles of equality.

The governors are responsible for:

- making sure the school complies with the equality duties;
- ensuring effective activity is undertaken to promote community cohesion;
- making sure the school procedures are followed.

### **Reporting**

The school will report termly via the Head Teacher's report to the Full Governing Body on the progress of the scheme.

**Responsibility**

The Scheme reflects our schools commitment to equality and community cohesion, as such there is an expectation that the whole school community takes responsibility for making it a reality.

**The Head Teacher** is responsible for:

- making sure the scheme is readily available and that the governors, staff, pupils, and their parents and carers know about it;
- making sure the scheme and associated plans are followed;
- producing regular information for staff and governors about the scheme and how it is working, and providing training, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination.

**All staff** are responsible for:

- dealing with hate incidents, and being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities, good community relations and preventing discrimination; and
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

**Visitors and contractors** are responsible for:

- knowing and following, our equality policies.

**All Pupils** are responsible for:

- abiding by the equality and cohesion scheme;
- reporting any hate incidents.

**All parents and carers** are responsible for:

- supporting the schools ethos in challenging discrimination and harassment;
- raising issues of concern.

## **Strategic policies**

The priorities the school has defined for this first scheme include:

### **Race**

- as a predominantly white school, to raise awareness of other races and cultures, both within the locality, nationally and globally.

### **Gender**

- in relation to specific subjects, to ensure that the content and context are relevant and engaging to both boys and girls
- to have regard to the equal development of self esteem for both genders.

### **Disability**

- to enable children to get a better understanding of the world from the perspectives of others with different disabilities

### **General equality issues**

- to challenge stereotypes as they arise
- to ensure that the organisation of ability groupings within classes do not affect expectations and self-esteem

Our commitments under this scheme are reflected in our Learning Improvement Plan.

The school recognises that it has finite resources and will be unable to achieve all the desired changes at once. In practice, this means that the school will need to continue to give greatest consideration and resources to those areas it assesses as having the greatest need. Improving pupil achievement where differential outcomes have been found to exist and promoting an inclusive environment are areas where particular attention, therefore, might be focussed.

Date of scheme: December 2015

Feedback, or comments about the scheme or requests for the scheme in another format or language can be sent to the school through [admin2421@welearn365.com](mailto:admin2421@welearn365.com)