



Annual Report on Progress against the School's Equality Objectives for 2019 – 2020 July 2022

This report aims to describe the work that has been undertaken in our school to promote equality and tackle discrimination over the academic year.

We are mindful of both the General and Specific Duties of the Equality Act. As a school we are committed to the principles of Equality for All and the need to promote equality but plan to make equality happen over and above tackling discrimination when it arises.

This report is just a small part of demonstrating our dedication to ensuring our services to pupils and parents are equitable and that our staff are treated equally as well as working to promote equality themselves.

Over the coming pages we have attempted to report how we as a school have planned to:

- 1) Tackle discrimination, harassment, and victimisation against people from different protected characteristics
- 2) Promote equality of opportunity and outcome between people of different protected characteristics.
- 3) Foster good relations between people of different protected characteristics.

Aim 1: Eliminate unlawful discrimination, harassment, and victimisation.

Objective	Lead	Update
1. To promote the understanding and awareness of different cultures, religious beliefs and societies on a national and local level.	Line Managers Individual responsibility	<p>The school follows the Locally agreed Syllabus for RE. We have also included visits to the local Methodist and Anglican Church, we are now looking to extend our visits to a wider range of religious buildings because there is nothing available locally. We are also making contact with local religious leaders to look to extend visits into the school.</p> <p>Timetabled assemblies through the year have focused on the main religions in line with each religions main calendar of events.</p> <p>Children are able to self -identify with religions that they follow. Children can talk about celebrations linked to the main religions.</p> <p>PHSE curriculum has been reviewed and we have introduced a wider range of cultural texts into the library and these have been shared with the children.</p> <p>Introduced specific books about cultural icons e.g. Rosa Parks, Mother Teresa</p>

Aim 2: Advance equality of opportunity for all.

Objective	Lead	Update
<p>4. To narrow the gaps in progress between pupils with special educational needs and disabilities and all other pupils.</p>	<p>All staff</p>	<p>The demographic needs of the children have expanded. As a result we have sourced a partnership with a play therapist, speech and language therapists. Alongside this we have trained staff in Talking Success and NELI; these programmes are designed to support language and communication needs for children who need additional support.</p> <p>We have commissioned support from Jogo to give for SMEH needs of children. Our current focus on giving support to children with ASD.</p> <p>We have developed peer peer support for staff so that they can develop and learn from each other.</p>
<p>To narrow the gap in attendance between pupils eligible for free school meals and all other pupils.</p>	<p>PP Lead / All staff</p>	<p>Over the last year, attendance overall has been affected by Covid and as a result attendance has fallen. Generally as seen by a national fall in attendance. Within this Free School Children have closed to the GAP to non free school meal children.</p> <p>Systems for managing absence are very established with in the school.</p>
<p>To narrow the gap between the White British children and the rest of the cohort.</p>	<p>All staff</p>	<p>Partnerships have been forged with local supermarkets; Waitrose and Aldi. Waitrose has provided money which has enabled school to ensure that all opportunities are open to those families who do not quite meet PP thresholds. (Analysis had found that these families were the most vulnerable.) Aldi provides food weekly, enabling families to reduce the costs of their weekly shop and enabling money to be spent on their children.</p> <p>Signed up to the National Breakfast Initiative – enabling all children to access bagels daily. This has ensured that all children have nourishment and can start the day positively.</p> <p>Data analysis</p>

Equality Characteristics - Ethnic Categories

Numbers of students

ETHNIC CATEGORIES	TOTAL Jul 19	TOTAL Jun 20	ETHNIC CATEGORIES	TOTAL Jul 19	TOTAL Jun 20
White British	895	924	White & Black Caribbean	4	4
Irish	7	7	White & Asian	2	2
Any other white background	39	43	White & Black African	3	4
Traveller of Irish Heritage	0	0	Any other mixed background	20	19
Gypsy/Roma	1	1	Chinese	6	6
Indian	4	3	Any other Asian background	4	
Pakistani	1	2	Any other Black Background	4	2
Bangladeshi	3	2	Refugee	0	0
Any other Asian background	4	6	Asylum Seeker	0	0
Black Caribbean	2	3	Any other ethnic group	1	0
Black African	5	6	Information refused/ Unknown	5	12

Religion & Beliefs (June 2020)

Religion	2019	2020	Religion	2019	2020
Buddhist	0	1	Jewish	2	1
Christian	720	762	Muslim	8	10
Hindu	4	3	Other Religion	11	10
Sikh	0	0	Unknown/refused to say	--	200
No Religion	205	202			

Key Pastoral Factors

	Whole School		Whole School
Free School Meals	134	In Care	6
English as Additional Language	43	Young Carer	16
Disadvantaged*	137	SEN Needs	224
Medical Condition	344	SEN Status	106
Service Children	5		

*Does not factor in Y7 due to lag funding, **Attendance**

An analysis of attendance does not show equality considerations. Attendance for those with disadvantage is lower than others and consequently a larger number of authorised and unauthorised absences. Below is attendance data from 2nd September 2019 - 20th March 2020 (before school closure due to COVID-19)

