

# Bushbury Hill Primary School



## Equality Objectives

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## EQUALITY OBJECTIVES

### **WELCOME TO BUSHBURY HILL PRIMARY SCHOOL**

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

#### **Stage 1: Understanding Our School Community – Pupils**

What is the school profile?

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?

**The following information was correct as of March 2023 (294 children 20.3.23). Data rounded to nearest whole %.**

<u>Ethnic Categories</u>							
White British	51%	Any other Black background	3%	Any other Asian background	1%		
White and Black Caribbean	12%	Any other ethnic group	2%				
Any other white background	9%	Chinese	1%				
Black African	7%	White and Black African	1%				
Black Caribbean	5%	Pakistani	2%				
Indian	4%	Any other mixed background	1%				

<u>SEND</u>		
<u>SEND</u>	<u>Percentage</u>	<u>Actual Number</u>
No SEND	69.7%	205
SEND Support	26.9%	79
EHCP	3.4%	10

<u>Gender</u>	
<u>Boys</u>	52%
<u>Girls</u>	48%

<u>Pupil Premium</u>		
	<u>Percentage</u>	<u>Actual Number</u>
<u>Pupil Premium</u>	60.5%	178
<u>Non-Pupil Premium</u>	39.5%	116

<u>Ever6FSM (Reception to Y6)</u>		
	<u>Percentage</u>	<u>Actual Number</u>
<u>Ever6FSM</u>	67.5%	198
<u>Not Ever6</u>	32.5%	96

## Stage 2: Understanding the Information Gathered

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/eco warriors/digital ambassadors

Following our analysis, we have developed four 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

### Objective 1: Attainment

<b>Equality Objective</b>	<b>To monitor and analyse pupil attainment and progress by a range of protected groups.</b>
<b>Why</b>	Data analysis shows that some groups aren't making as much progress or are at risk of falling behind.
<b>How</b>	SLT to analyse the uptake to the groups based on their assessment data. Any underrepresented groups will be offered extra interventions and catch-up sessions to improve attainment.
<b>Outcome</b>	Children who have been identified as not making expected progress or are at risk of 'falling behind' will be receiving the interventions and progress will be seen in their data.

### Objective 2: Attendance

<b>Equality Objective</b>	<b>To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.</b>
<b>Why</b>	Pre Covid whole school attendance had reached 97% in the Year 2018/2019. Post Covid whole school attendance has fallen significantly which if allowed to continue will impact on pupil's ability to make progress.
<b>How</b>	The deployment of a school inclusion manager promotes positive relationships with parents and carers within the school community. Weekly attendance monitoring, concern letters, meetings with parents and if necessary, fines are used. The use of positive rewards gives recognition to pupils with good and improving attendance.
<b>Outcome</b>	Whole School Attendance again reaches the school target of 96%+

### Objective 3: Prejudice

<b>Equality Objective</b>	<b>To educate pupils in relation to their understanding of prejudice and inequality in all its forms.</b>
<b>Why</b>	There have been a number of incidents in school, involving the use of prejudice language linked predominantly to the protected characteristics of race and sexuality.
<b>How</b>	Implementation of carefully designed PSHE/RSE and Religious Education curriculums deepen pupils' understanding of differences within our community and teach them to value these. The school values promote a shared understanding of the importance of positive relationships in all aspects of school life and the wider communities to which children belong. Use of Learning Mentors to carry out bespoke restorative interventions if pupils have used prejudicial language. Assemblies throughout the year to focus on prejudice and equality.
<b>Outcome</b>	To eradicate incidents of prejudice behaviour – this is shown through a reduced number of incidents logged on CPOMS.

### Evaluating Impact

We will engage with our school community to ensure the objectives identified are the most appropriate given the needs of the school at the current time. The Local Governing Body will monitor progress on all Equality Objectives.