

Newchurch Community Primary School
Equality Scheme 2014-2017



This scheme is informed by our Equality policy and complies with the Equality Act 2010. It outlines both the data and current issues and actions relating to ethnicity, religion/ belief and socio – economic factors of the community of Newchurch Community School. As an inclusive school we ensure that pupils are able to access the curriculum, make progress and encourage full participation in activities that are on offer to them.

Contextual Summary Statement (A full version available in school)

School / Cohort profile

We are a one form entry primary school educating children from Reception – Year 6 (4 – 11 years of age) There are currently 209 pupils on roll. The children mostly come from good socio-economic backgrounds. The percentage of adults in higher education is high in comparison to local wards (27.7%) The percentage of high social class households is high in comparison to local wards (33.6%). The children, however, come from an extensive catchment area and so consequently has very mixed socio- economic groups.

Each cohort varies significantly in its makeup of SEN and social circumstances. The staff profile is not representative of any age groups more than another. There is a spread of ages from those who have recently commenced their professional lives to those approaching retirement.

Disability

An accessible disabled toilet is available and may be used for any pupils with short term medical needs.

There are no disabled members of staff.

Ramps outside and around the building access to the school.

Special Educational Needs

Currently there are 21 children on the SEN register, 10% of the total roll.

Race and English as an additional language (EAL)

94.1% of the school population is made up of White British pupils. 0.6% are White and Black African, 2.4% White and Asian and 1.8% refused to state their ethnic origin.

Religion or belief

Of those who responded to the question about religion, 54.5% are Christian, 1.4% are Buddhist, 0.4% Muslim, 24.4% have no religion, 0.4% have other religions and 1.9% refused to state their religion and 16.7 left the religion question blank.

Sex

Currently girls make up 47.8% of the whole school population and boys 52.2%. The staff population is significantly more female than male with 84.6% of the staff on roll being female.

Free School Meals

3.8% (variable) of pupils are known to be eligible for FSM. The figures are still below NA.

Bullying and Discrimination

The school has robust anti bullying policies and procedures in place. Any incidents which may take place are usually low level, however, all issues are dealt with immediately and resolution sought. Any issues which arise usually relate to friendship and conflict. Records are kept of any incidents which may take place.

Performance Trends 2009- 2011

Analysis of EYFS, KS1 and KS2 Data (3 year trends) is kept in school. As a school we carry out rigorous and regular monitoring and analysis of all pupils and their progress so the Headteacher, SLT, governors and subject leaders can use the information to ensure the appropriate progress is made by all pupils of race, disability, socio-economic background, belief or gender. Through analysis by the Headteacher, SLT, Inclusion Manager and subject leaders we are aware of any groups or individuals who are not making at least expected progress. All information informs teachers planning, whole school planning (e.g. support timetable, CPD) in addition to our School Development Plan. It also informs several action plans including Inclusion, SEN, English, Numeracy and Community Cohesion. It has also helped to inform our equality objectives.

Equality Objectives 2014-2017

How we chose our Equality objectives:

Our Equality objective setting process has involved gathering evidence as follows:

- Pupil tracking
- Pupil assessments
- Reports of any incidents
- Multi agency reports
- Inclusion in school activities eg clubs, visits etc
- Behaviour records
- Rewards
- Exclusion records
- Raise on line
- FFT data
- Child Protection, Child In Need and Looked after children information

It has also included gaining information from the following sources:

- Parents – through consultations/ meetings, review meetings
- Pupils through circle time, SEAL, School Council etc
- External agencies – school nurse, social care, speech & language therapists, occupational health, EP and other medical professionals
- Staff, Governing Body and Local Authority

The evidence was then analysed in order to choose objectives that will:

- 1) Promote equality of opportunity for members of identified groups
- 2) Eliminate unlawful discrimination, harassment and victimisation.
- 3) Foster good relations between different groups in terms of
 - ✓ Ethnicity

- ✓ Religion or belief
- ✓ Socio-economic background
- ✓ Gender and gender identity
- ✓ Disability
- ✓ Sexual orientation
- ✓ Age

Objective 1

To continue to raise pupils awareness of equality and diversity through the curriculum and actively celebrate different faiths (General Duty 1)

Objective 2

To continue to ensure that the needs of all children, including vulnerable children are met and they are not disadvantaged due to or despite their gender, race or disability. (General Duty 2)

Objective 3

To continue to raise awareness of the importance of attendance in order to narrow the gaps in attendance rates between our FSM children and other children throughout the school (General Duty 2)

Objective 4

To ensure the equality of opportunity at after school clubs and residential. (General Duty 2)

Objective 5

To continue to raise the children's awareness of diversity globally through the new National Curriculum and the school's link with South Africa. (General Duty 3)