

Newchurch Community Primary School
Equality Scheme 2017-2020



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.

The following information was accurate at the time of collection in October 2017:

Gender	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.
Religion/faith	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.
Special Educational Needs	Currently there are 21 children on the SEN register, 10% of the total roll.
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.
Free School Meals/Pupil Premium	3.8% (variable) of pupils are known to be eligible for FSM. The figures are still below NA.
Ethnicity and English as an additional language	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.
Looked after children/Children in need	

Bullying and Discrimination

Our school has an anti-bullying policy supported by clear procedures for dealing with incidents of bullying and other behaviour. Any incidents of bullying are reported to the Local Authority and the Governing Body along with information about how it was dealt with.

Any behaviour incidents which may take place are usually low level, however, all issues are dealt with immediately and a resolution sought, following the school's Behaviour policy.

Any issues which arise usually relate to friendship and conflict. Records are kept of any incidents which may take place and this is analysed on a half term basis and modifications to curriculum and provision based on need.

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. The progress of all groups of learners, including our most vulnerable children, is tracked and interventions put in place to ensure that any barriers to learning, for whatever reason, are removed. The impact of these interventions is assessed regularly and informs future planning. All data analysis informs teacher planning, whole school planning in addition to our School Improvement Plan. It also informs other action plans as appropriate and has helped to inform our equality objectives.

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 2017-2020

How we chose our Equality objectives:

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

- Pupil tracking and assessments
- Reports of any incidents (including behaviour/safeguarding records and exclusion records)
- Multi agency reports
- Inclusion in school activities eg clubs, visits etc
- Raise on line/ASP/FFT data
- FFT data
- Child Protection, Child In Need and vulnerable 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, questionnaires, pupil conferencing 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 fulfil our legal obligation to:

- 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/Pupil Premium 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 development of the curriculum (General Duty 3)