



Gorse Covert Primary School
Equality Scheme 2019-2022

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 Gorse Covert Primary 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 and a half form entry primary school educating children from Reception – Year 6 (4 – 11 years of age) There are currently 290 pupils on roll. Whilst Gorse Covert has relatively low deprivation, approximately 50% of our children come from Oakwood which is an area of higher deprivation. The Birchwood Ward is ranked 6 out of 22 wards for out of work benefits (1 is the worst). Our children therefore, come from a wider catchment area and so consequently have very mixed socio- economic groups.

Each cohort varies significantly in its makeup of SEND 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 provide access to the school.

Children with disabilities are supported to access the full life of the school.

There is a designated parking space for disabled drivers.

Special Educational Needs

Currently there are 20 children on the SEND register, 7% of the total roll.

Race and English as an additional language (EAL)

81% of the school population is made up of White British pupils. 2% are White and Black African, 3% Asian, 7% other White, 0.7% Indian, 0.3% Chinese, 1.3% White and Black Caribbean, 1.3% mixed background, 1.7% other black background, 0.7 any other background%.

Religion or belief

Of those who responded to the question about religion (88%), 51% are Christian, 0.4% Jewish, 1.% are Hindu, 0.8% Buddhist, 0% Sikh 1.6% Muslim, 46% have no religion, 1.6% have other religions.

Gender

Currently girls make up 50.87% of the whole school population and boys 49.13%.

The staff population is significantly more female than male with 83% of the staff on roll being female.

Free School Meals

7.6% (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 2015- 2018

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, SENCo 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 has also helped to inform our equality objectives.

Equality Objectives 2019-2022

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

Over the next 3 years we have decided to prioritise our objectives on sexual orientation, socio-economic and ethnic background and religions.

Objective 1

To raise awareness for children of the diverse range of family setups including those who are gay, bisexual or transgender. Ensure children have an understanding of the use of derogatory language that is related to sexual orientation.

Objective 2

To raise awareness of poverty and different circumstances and how that can affect people' lives locally, nationally and across the world. Understand how some people can be victims of prejudice and/or racism based on their socio-economic or ethnic background.

Objective 3

To continue to raise pupils awareness of equality and diversity through the curriculum and actively celebrate different faiths.