



Equality Information and Objectives

November 2023



Mission Statement - Strategic Direction

Our School Vision

At Ravenscroft Community Primary School, we aim to create a positive, stimulating and happy learning environment in which all children will achieve success and develop their potential to the full.

We offer a challenging broad and balanced curriculum to promote their spiritual, moral, cultural and physical development and foster independent, life- long learners.

All children, regardless of race, creed, culture, gender, sexual orientation or disability will be treated equally in every aspect of school life.

School Aims for Pupils:

- To develop independence, confidence and self-belief
- To encourage self-discipline and integrity
- To develop effective communication skills
- To promote tolerance, respect and sensitivity to others so that citizenship is valued
- To develop the ability to work together co-operatively, sharing a sense of responsibility for the common good
- To provide a safe, caring environment in which children can happily maximise learning
- To foster creativity and innovation
- To empower all children to achieve their full potential
- To inspire in children a joy and commitment to learning that will last a lifetime

Our School is committed to promoting a sense of community as well as an individual sense of worth.

We are a fair, caring community of life- long learners, for whom access to knowledge is both a right and a critical achievement.

Our Key Values

Our school motto is 'Soaring to Success'.
We do this through working with 'HEART':



At Ravenscroft Community Primary School, we are the HEART of the community. We embrace our vision and seek to live it out through our thoughts,

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our Trust's funding agreement and articles of association.

3. Roles and responsibilities

Our governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout our school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year (pupil population), and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure they are familiar with all relevant legislation and the contents of this document

- Attend appropriate equality and diversity training

Our headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10.

4. Eliminating discrimination

Our school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, our school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

Our school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Having lessons and holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within our school. For example, our school council (Junior Leadership Team) has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in our school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Equality is one of our key curriculum drivers.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

Our school ensures it has due regard to equality considerations whenever significant decisions are made.

Our school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, our school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Our school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Our school community

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socio-economic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Children of members of the armed forces
- Offending past

As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures and equality objectives.

Number of pupils on roll at the school: 190 + 14 Nursery

Age range of pupils: 3 - 11

Gender: 50% male/ 50% female

Race: White: 90.7%, 0.5% Black or Black British: 1.9% Chinese: 0% Asian or Asian British: 1.4% Mixed: 3.2% Other: 1.9%

EAL: 10.2%

Special Educational Needs and Disability: 15.3%

Pupil Premium: 46%

Young carers: 0%

Looked after children: <1%

Children of members of the armed forces: <1%

Gender Reassignment: <1%

School Attendance 2023/2023: 90.7%

No Information was available on the following protected characteristics:

- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT+) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

As our school has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our Trust will be published centrally to demonstrate that we are complying with the general duty. When doing this, our Trust will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.

9. Equality Objectives

Equality Objective 1 – Linked to promotion of Equality, Diversity and Inclusion

OBJECTIVE: to ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

Why we have chosen this objective: Ofsted Report 2019 identified that some of our policies and procedures unwittingly build up gender stereotypes. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective we plan to: Develop and thoroughly embed through our curriculum enrichments and PSHE lessons. These experiences and teaching and learning will allow children the opportunity to explore issues surrounding Equality, Diversity and Inclusion. For example, Chinese New Year, Black History Month, International Day of Languages, etc. These are embedded within our Curriculum, which gives teachers and pupils opportunities to explore some of these key themes and in their developing spiritual, moral, social and cultural understanding.

Intended Outcome: To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.

Equality Objective 2: Linked to Pupil Attainment/Disadvantage

OBJECTIVE: To support and promote equal opportunities for disadvantaged pupils.

Why we have chosen this objective: Our internal data, which is discussed termly at Pupil Progress Meetings, indicates that there are gaps in attainment in several classes between disadvantaged and non-disadvantaged pupils. The impact of school closures due to Covid-19 has been reported to be greater on those who are disadvantaged and our data is currently supporting this statistic.

To achieve this objective we plan to: Effectively utilise funding streams such as Pupil Premium Grant and Catch Up/Recovery Premiums to focus upon EEF recommended strategies (Teaching and Whole School Strategies, Targeted Support and Wider Strategies). Implement PPG and Catch Up/Recovery Strategy Statements successfully through regular monitoring, ensuring they have the desired impact upon pupils.

Intended Outcome: The gap between the attainment of disadvantaged and all pupils closes.

Equality Objective 3: Linked to Pupil Attainment and Progress/Gender, Race and Disability

OBJECTIVE: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective: Our internal data, which is discussed termly at Pupil Progress Meetings, indicates an inequality of attainment/progress across KS1 and KS2 for certain groups in relation to their starting points.

To achieve this objective we plan to: The progress of all groups will be continuously tracked. Appropriate support is targeted where necessary to ensure that all groups make at least good progress. Targeted interventions will be tracked to ensure pupils make progress to align with their peers.

Equality Objective 4: Linked to Pupil Attendance/Pupil Premium

OBJECTIVE: To explore and understand the reasons for the disproportionately higher absentee levels

of PP pupils and begin to improve attendance rates of these pupils.

Why we have chosen this objective: Our school's attendance figures show that PP Pupils on roll have higher absentee levels than that of their peers.

To achieve this objective we plan to: Consult with those in our school community who are impacted by this - particularly make sure that parents/carers are involved and also specialist services. Identify best practice from other local schools with similar issues. Communicate regularly with specific parents/carers around how we can support them further.

Intended Outcome: Increase attendance of PP children to that of a similar level to those non-PP children.

Equality Objective 5: Linked to Prejudice-Related Incidents/Sexual Orientation

OBJECTIVE: Raise awareness of sexual orientation and promote positive attitudes towards alternativelifestyles and lessen the chances of the word 'Gay' being used negatively.

Why we have chosen this objective: School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements; some will have LGBTQ parents or other LGBTQ family members. We want all of our children to understand, show an appreciation of and accept all family situations. We want them to understand the stereotypes and prejudices that exist and feel that they can challenge these.

To achieve this objective we plan to: Continue to implement our PSHE programme which raises children's awareness that there are many different family situations. This is not done in isolation. When discussing similarity and difference in PSHE lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are LGBTQ.

When discussing any differences between people, our PSHE sessions help teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism. This supports the school with our obligation to align with the Equality Act 2010. We aim to introduce a series of books, which show different family make-ups. This will include same sex couples. The books will be introduced into our normal range of books and will be looked at as part of PSHE sessions and other shared reading opportunities. We will additionally access resources from Stonewall or the local LGBT centres about approaches to embedding LGBT within the curriculum.

Outcome: To raise awareness of this protected characteristic and to reduce the number of prejudice-related incidents.

10. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the governing body and Headteacher at least every 4 years.

This document will be approved by the governing body.

11. Links with other policies

This document links to the following policies:

Accessibility plan

SEND Policy/Plan

Pupil Premium Plan

Behaviour Policy

RSHE Policy

Exclusions Policy