

Gotham's Equality Objectives 2021 - 22

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

1. Understanding Our School Community – Equality Information

Using school data, the following information was correct as of 17th September 2021:

Ethnic Categories (numbers)							
White British	157	White & Black Caribbean	3	Indian	1	Portuguese	0
Irish	0	White & Asian	2	Pakistani	0	Refugee	0
Any other white background	4	White & Black African	0	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed background	0	Any other Asian background	0	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	0	Black Caribbean	0	Information Refused	1
White European	0	Any other Chinese background	0	Black African	2	Information Not Obtained	1

Disability		
	Percentage	Number
No Disability	100%	171
Disability	0%	0

Special Educational Needs (SEN)		
	Percentage	Number
SEN Vulnerable	17%	29
SEN Support	11%	18
EHCP	0	0

Deprivation		
	Percentage	Number
Pupil Premium*	15%	26
Non-Pupil Premium	85%	145

*Any pupil in receipt of Free School Meals at any time during the last 6 years

Gender (numbers)		
	Percentage	Number
Girls	39%	66
Boys	61%	105

No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender.

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).

Religion - The school did not have any information on the children's religions. The information is not needed for the school census. We are currently deciding whether or not to collect this data in future.

2. Understanding The Information Gathered

General Context

- Currently, the school has 171 pupils, 49% (84 children) are out of catchment. (September 2021)
- The average IDACI score for Rushcliffe schools' is 0.09, our school's is 0.12 (January 2021 census data).
- 16% (27) of our children live in the 20% most deprived areas, 23% (40) of children live in the 40% most deprived areas (IDACI January 2021)

School	Percentage of pupils with a statement of SEN or EHCP Plan	Percentage of pupils with SEN Support	Percentage of pupils with English not as a first language	Percentage of pupils eligible for FSM during the past 6 years
National Figures	1.6%	12.6%	21.2%	23%

3. Equality Objectives 2021 - 22

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

Following analysis, the school has developed five 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

1. Faith & Cultural Diversity

Equality Objective:

To design a curriculum intent that includes a richness of faith and cultural diversity.

Why:

The pupil population and community of Gotham Primary School is predominantly white British. The school recognises that it should be deliberate when introducing insights and interactions with the diversity that exists in modern British society. This is essential to each child's personal development and will help them develop as citizens of the present and the future.

How:

The school began working in partnership with the Hindu Temple in Nottingham, The Sultania Mosque in Sneinton, Nottingham and St Lawrence's Church in Gotham to offer its pupils first hand experiences of the differing faith communities that occur within Nottingham and the UK.

The school is redesigning its curriculum to reflect the diversity of faith, ethnicity and culture that it recognises as essential to the experiences of its pupils. The explicit learning of diversity will be found within the school's geography, history, music, RE and art curriculum. Other curriculum areas will also offer opportunities to explore and experience diversity.

Outcome:

All pupils will have experiences that allow them to engage with diversity and the impact of diversity upon modern British society. The school's curriculum will offer experiences that are rich and diverse.

2. Attainment

Equality Objective:

To ensure that pupils with SEND, Looked After Children and those in receipt of Pupil Premium funding are given support to reach outcomes similar to national statistics.

Why:

The use of the pupil premium and SEND intervention has reduced the gaps in attainment and progress between SEND/ non-SEND and disadvantaged/ non-disadvantaged pupils. The school recognises the need to continue this work for all individuals and identified groups. The impact of Covid on this group of pupils has been disproportionately severe.

How:

Plan support using Pupil Premium Funding, Recovery Premium & SEND funding.
Liaison with outside agencies for supporting children with disabilities, SEN and medical conditions.

Outcome:

Pupils meet individual end-of-year targets. Gaps in attainment for individuals and groups continue to narrow.

3. Attendance

Equality Objective:

To increase attendance rates for disadvantaged pupils.

Why:

Analysis of the data shows that the pupil premium group make up a disproportionate number of persistent absentees. Gotham aims to ensure that this improves due to the positive effect this will have on the academic progress of these pupils.

How:

Closely monitoring all pupils' absence with a particular focus on the pupil premium group.
Act immediately should any pupil's attendance drop below 90%.
Make greater use of fines for persistent non-engagement or refusal of support. At least once a term, write to parents of children whose attendance has fallen below 96% informing them of their child's current attendance rates, current concerns and offering support.

Outcome:

No new disadvantaged pupil's attendance rate will be less than 90% (the definition of persistent absentee). Pupils with a history of persistent absence will demonstrate an improvement in attendance.

4. Prejudice Related Incidents

Equality Objective:

To achieve a heightened awareness of how to identify and respond to prejudice related incidents.

Why:

Children are exposed to prejudice related incidents through the media. Additionally, children may not be aware of the prejudice related language that many of them will be exposed to or even use. The school recognises that it essential for its pupils and community to understand prejudice related incidents and how to respond whether they are its victim or witness.

How:

Ensure education with this focus is included in the new PSHE/ RHE curriculum that school has begun to implement. This includes offering direct education about homophobia and racism, including their recognisable characteristics and language.
The school will endeavour to ensure that awareness and tolerance of differences is recognised in all curriculum areas as part of its current redesign.
Examples of prejudice related behaviour will be challenged where it occurs within any member of the school's community.

Outcome:

A heightened awareness amongst pupils of what is prejudice related behaviour and how to respond to it.
The entire school community feels valued and safe, especially those with protected characteristics.

5. Disability

Equality objective: To commission a Disability Access Audit and create an action plan based on the findings.

Why:

The school has not commissioned a Disability Access Audit in the past 5 years. Due to the passage of time, a new access audit is appropriate.

How:

Commission the audit. Draw up the action plan. Communicate to school stake holders. Implement actions.

Outcome:

Identified actions are completed and the school site offers acceptable access to all members of the community – including those with disability.

5. Evaluating Impact

The school will engage with its community to ensure the objectives identified are appropriate and, where relevant, based on the data analysis. The Governing Body will monitor progress on all Equality Objectives in the school year 2021-22.

6. Review of Equality Objectives 2020-21

The school has carried over its equality objectives from 2020-21 into the school year 2021-22. This is because:

- Some of the objectives are longer term and ongoing, such as the attendance objective. It was never foreseen that this would be accomplished and complete within one year.
- The disruptions of the Covid year upon the school's ability to initiate and implement actions in a sustained way.

The Covid year, however, did not interrupt the school's drive to redesign its curriculum. A great deal of success was achieved in the year 2020-21 on the school's curriculum intent. An uninterrupted 2021-22 school year will allow the school to focus energy on implementation and impact of the curriculum.

Additionally, the Covid year has been especially severe regarding the attendance of some disadvantaged pupils. The school recognises the challenges of working alongside parents to ensure attendance for some of its most disadvantaged pupils is secure and consistent.