

Gotham's Equality Objectives 2022 - 26

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

Within school, we have analysed information against the protected characteristics to understand our school community and meet needs better. We do not publish this information.

2. Understanding The Information Gathered

General Context

- Currently, the school has 154 pupils, 38% (58 children) are out of catchment. (October 2023)
- The average IDACI score for Rushcliffe schools' is 0.09, our school's is 0.11 (January 2022 census data).
- 12% (21) of our children live in the 20% most deprived areas, 19% (32) of children live in the 30% most deprived areas (IDACI January 2022)
- As a school, we have lower percentages than national in Pupil Premium, SEND groups, English as an additional language.
- There is a significant mismatch in the size of our gender groups. 61% of our pupils are male and 39% female.

3. Equality Objectives

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

Equality Objective 1

To reduce prejudice and increase understanding of equality, diversity and inclusion more specifically an understanding of race equality by the whole school community including SLT, Governors, staff, pupils and parents.

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.

Protected characteristics covered: all

How:

- 1.1 Establish diversity champions and diversity lead
- 1.2 Audit current book selections and ensure they are appropriate for modern British society – remove outdated texts
- 1.3 Establish staff culture where EDI opportunities are incorporated into all aspects of classroom life
- 1.4 Plan hall and corridor displays that celebrate the current good practice across subjects and the EDI represented throughout our curriculum
- 1.5 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of race and religion
- 1.6 Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society.
- 1.7 Consult pupils and parents/carers re the current situation and areas for development. Then revisit to discuss the impact of the implemented changes through a survey/questionnaire

Success Criteria:

All pupils will have experiences that allow them to engage with diversity and the impact of diversity upon modern British society.

Children in all year groups have increased opportunities to develop a strong sense of their identity and the potential for prejudice-based bullying will be effectively addressed

Stereotypes are challenged.

Staff are aware of antiracism, unconscious bias and curriculum content and resources will be more inclusive/representative

Children know about and value each other's cultures and religions

Equality Objective 2

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.

Protected characteristics covered: race/religion

How:

- 2.1 Re-establish links with the Hindu Temple in Nottingham, The Sultania Mosque in Sneinton, Nottingham and the Nottingham Liberal Synagogue. These have not been visited since Covid restrictions lifted.
- 2.2 Plan hall and corridor displays that celebrate the current good practice across subjects and the EDI represented throughout our curriculum
- 2.3 Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of race and religion
- 2.4 Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society.
- 2.5 Consult pupils and parents/carers re the current situation and areas for development. Then revisit to discuss the impact of the implemented changes through a survey/questionnaire

Success Criteria:

Children have met people from different faiths and have first-hand experiences of the differing faiths in Nottingham and the UK.

The school curriculum reflects 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 offer opportunities to explore and experience diversity.

All pupils will have experiences that allow them to engage with diversity and the impact of diversity upon modern British society.

Children in all year groups have increased opportunities to develop a strong sense of their identity and the potential for prejudice-based bullying will be effectively addressed

Stereotypes are challenged.

Staff are aware of antiracism, unconscious bias and curriculum content and resources will be more inclusive/representative

Children know about and value each other's cultures and religions

Equality Objective 3

To ensure any gender imbalances in attainment are overcome through the understanding of gender equality by the whole school community including SLT, Governors, staff, pupils and parents

Why:

Outcomes for FS2 boys significantly below girls and national expectations

Maths outcomes for girls in year 1, 2 and 4 below national average and boys

Protected characteristics covered: Sex

How:

3.1 Interrogate mid-year summative data and end of year summative data to identify any concerns surrounding the performance of all girls or all boys within year groups

3.2 Pupil voice exercise with girls to establish girls attitudes to maths

3.3 Evaluate if imbalance in the number of girls and boys in certain year groups is impacting within maths lessons

3.4 Some FS2 boys accessing Funfit intervention to support concentration and motor skills

3.5 Establish if the learning preferences of boys are catered for in prime and specific areas of learning

3.6 Develop interventions and in class strategies that will support identified groups to flourish and make strong progress in FS2 or maths

Success Criteria:

Reasons behind gender bias are understood

Actions are put in place to address the challenges

Progress for identified groups is accelerated

Stereotypes will be challenged around women in STEM subjects

Staff will be more aware of unconscious bias and curriculum content and resources will be more inclusive/representative through training and research

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 2023-24.

6. Review of Equality Objectives 2022-23

The school has developed Equality Objectives that will run over a four-year period:

- Some of the objectives are longer term and ongoing. It was never foreseen that our objectives would be accomplished and complete within one year.
- Within school, improvements have been made to book selections within the English curriculum and artist choices across all year groups to ensure that they are representative of modern-day society. These changes challenge religious, racial and gender stereotypes.
- Displays and floor books now aid the celebration of good practice in equality, diversity and inclusion.
- Children's understanding of the protected characteristics is developing and older pupils are able to verbalise how particular subjects relate to identified protected characteristics. There is still further work to be done here, there is a level of confusion over protected characteristics and British Values.
- Faiths within our school community are being explored and celebrated. Visitors have come into school to develop children's understanding of Islam, Buddhism and Christianity. Children's own beliefs, cultures and traditions are opening discussed and celebrated within classes and whole school assembly.
- Gender inequalities in attainment are being tackled through a range of measures. These can be seen within progress review documentation, data analysis and interventions within individual classes.

The disability audit findings are within the Disability Access Audit. This can be found in the policy page on the school website.