

Greenfields Junior School

EQUALITY OBJECTIVES



DATE OF PUBLICATION: 4th April 2013

1. INTRODUCTION

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, sexual orientation, gender, gender re-assignment, sexual orientation, pregnancy, religion and belief). In compiling this equality information we have:

- Identified evidence of equality we already have within policies and practice and identified gaps.
- Examined how we engage with the protected groups, identifying where practice could be improved.

We have also provided our Equality Objectives to address the areas that need improving.

2. EQUALITY INFORMATION

Protected Characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share protected characteristics and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Implementation of our PHSE and Anti-Bullying Policies encourages children to respect each other.</p> <p>We reinforce these policies through a range of measures including raising awareness about bullying and circle time.</p> <p>Greenfields is twinned with a school in Morocco to introduce pupils to another culture.</p>	<p>We monitor pupil progress and attainment of children who have English as an additional language (EAL), and of ethnic minorities and travellers.</p> <p>Our After School clubs and activities are promoted to all children.</p>	<p>Our School has a very low proportion of children with ethnic minorities compared with the national average (9% compared to 27%) – reflecting the ethnic mix of the local area. We regularly review to make sure that children with this protected characteristic are discriminated against, harassed or victimised.</p>
Disability	<p>We have an Accessibility Plan and have taken measures to improve accessibility (e.g. white lining step nosing on the entrance to the School, installation of accessible toilet).</p> <p>We have an Anti-Bullying policy.</p>	<p>We monitor pupil progress and attainment levels for children with Special Educational Needs.</p> <p>We use Learning Support Assistants to assist those on the SEN register and <u>all</u> parents are offered the opportunity to meet the School Inclusion Manager at Parents' evenings.</p> <p>We have links with the Helen Arkell Centre who assist a number of our children with dyslexia each year.</p>	<p>We have no pupils registered as disabled.</p>
Gender	<p>Implementation of our PHSE and Anti-Bullying Policies encourages children to</p>	<p>We monitor pupil progress and attainment levels by gender. This has highlighted a need</p>	<p>There are equal numbers of boys and girls on the School Council, encouraging gender-</p>

	<p>respect each other. We reinforce these policies through a range of measures including raising awareness about bullying and circle time.</p>	<p>to narrow the gap between boys' and girls attainment in English and maths (L4+) Measures in place are identified in the school Improvement Plan (SIP)</p> <p>Our extra-curricular activities encourage both sexes to take part in all activities (e.g. football, Tag rugby).</p>	<p>specific issues to be discussed.</p> <p>We have no evidence that boys or girls are being discriminated against.</p>
Gender Re-assignment	<p>We have policies in place covering Sex Education and Anti-Bullying.100% of All children take part in our Sex Education programme</p>	<p>We have no children with this protected characteristic.</p>	<p>We have no children with this protected characteristic.</p>
Pregnancy and maternity	<p>We have an Anti-Bullying policy.</p>	<p>We have no children with this protected characteristic.</p>	<p>We have no children with this protected characteristic.</p>
Age	<p>Implementation of our PHSE and Anti-Bullying Policies encourages children to respect each other and recognise that everyone is different. We reinforce these policies through a range of measures: assemblies, visitors to school, raising awareness about bullying and circle time.</p>	<p>All children are given the opportunity to take part in a wide variety of activities</p>	<p>Children get the opportunity to work in their Colour Groups (encompassing all ages) several times during the year, such as on themed 'Colour Days' and Sports Day.</p> <p>Children from all ages attend our After School Club and are encouraged to play together.</p> <p>We have no evidence that children are being victimised or bullied by children of different ages, and will continue to monitor this.</p>
Religion and belief	<p>The RE curriculum explores a range of different religions and beliefs. Implementation of our PHSE and Anti-Bullying Policies encourages children to respect each other. We reinforce these policies through a</p>	<p>The school respects the parental right to withdraw from Collective Worship, as well as Sex Education</p>	<p>Through circle time.</p> <p>We have no evidence that children with this protected characteristic are being discriminated against, bullied or victimised and will continue to monitor the situation.</p>

Admin Offices/Policies/Equality Objectives

	<p>range of measures including raising awareness about bullying and circle time.</p> <p>We have policies in place covering PHSE and Collective Worship. Parents are able to withdraw their children from collective worship should it be deemed inappropriate.</p>		
<p>Sexual orientation</p>	<p>Implementation of our PHSE and Anti-Bullying Policies encourages children to respect each other.</p> <p>We reinforce these policies through a range of measures including raising awareness about bullying and circle time.</p> <p>We also have a Sex Education policy in place.</p>	<p>We are not aware of having any children with this protected characteristic.</p>	<p>We are not aware of having any children with this protected characteristic.</p>

3. PUPIL-RELATED INFORMATION –October 2014

Information	Evidence and Commentary		
Number on roll	School 220	National average 263	
Gender			
Girls	51.2%	49%	
Boys	48.8%	51%	
Attainment by Gender 2013-14 % pupils attaining L4+ in reading, writing (TA) and Maths	School 93% of girls attained L4+ 96% boys attained L4+	National 82% 76%	
Attainment by Race 2013-14 % pupils attaining L4+ in English and Maths <u>Ethnic Minority</u> and by <u>English as a Second Language</u>	100% of those of traveller of Irish Heritage; 0 children of 'any other' White background; 100% children 'refused' 0 children in this year group have English as an Additional Language		
Attainment by FSM 2013-14 % pupils attaining L4+ in English and Maths	School 88%	National 67%	
Attainment by SEN/D 2013-14 % pupils attaining L4+ in English and Maths	No SEN SA SA+ Statement 4 children on SEN register	School 98% 50% 0 children No data	National 90% 47% 36% 14%
Attendance by <u>gender</u> 2012/13 %sessions missed due to overall absence	School Boys 4.4% Girls 3.8%	National 4.8% 4.8%	
Attendance by <u>FSM</u> 2012/13 %sessions missed due to overall absence	School 7.2%	National 6.3%	
Attendance by Race %sessions missed due to overall absence	White British Any other white Gypsy/Roma Traveller Black African Unclassified – Refused White and black Caribbean White and Asian	School 4.0% 2.6% 14.7% 6.0% 2.8% 0.4% 0.8% 13.1%	National 4.7% 5.8% 13.9% 20.4% 3.1% 5.1% 5.6% 5.0%
Attendance by SEND	No SEN SEN without statement SEN with statement	School 3.7% 6.5% 17.9%	National 4.5% 6.0% 7.1%

Participation in as March 2014	45 % of children attend Extra curricular activities 37% of SEN children attend an extra curricular activity 100% of BME attend an extra curricular activity Broadly reflective of the school community
Head Teacher Awards (Stars) By <u>Gender</u> (Autumn / Spring term	101 Girls 105 Boys Broadly reflective of the school community

Other information

Staff data As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

Information	Evidence and commentary
Attendance at parents evenings Feb 2014	97% parents attended
Governor representation as at Jan 14	73%,Female 27% Male 91% British White We have proportionately more women than men on the governing body but ethnic representation is largely representative of our community.

4. OBJECTIVES

Objective 1: To 'narrow the gap' in attainment between boys and girls at L4+ for English and Maths

Objective 2: To 'narrow the gap' in attainment for vulnerable groups compared to the National

Greenfields Junior School

EQUALITY OBJECTIVE(S)

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1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
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We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

The detail of these objectives should also be read in conjunction with the school's current equality information which has informed the development of the objectives. We have set ourselves the following objective:

Objective 1: To 'narrow the gap' in attainment between boys and girls at L4+ for English and Maths

Objective 2: To 'narrow the gap' in attainment for vulnerable groups compared to the National

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Date of Review: **April 2016**

Admin Offices/Policies/Equality Objectives

The Equality Act 2010 (specific duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

STAGE 7: MONITORING AND REVIEW

Schools will need to ensure that their equality information is reviewed annually and objective(s) at intervals of no more than four years. They are strongly advised to also review any single equality statement or equality policies (where schools have separate policies for staff and pupils/others) at intervals of four years. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

Objective (this should be a specific, realistic and achievable)	Protected group that this will most affect/influence (the group that this target is aimed at)	Actions to be undertaken (specific actions to be undertaken)	Lead responsibility (and other key players)	Timescale (when must this be achieved by and what are the key milestones)	Expected outcome (how will you know when you have achieved the objective – what is the measure)
To 'narrow the gap' in attainment between boys and girls at L4+ for English and Maths	Boys in writing (MA) Girls in maths (MA)	Regular assessment to review progress Pupil progress meetings Focused intervention and support	Leadership team Inclusion manager Class teacher	Follow assessment timetable and Pupil progress meetings Annually to July 2016	Girls and boys attainment in English and Maths at L4+ matches
To 'narrow the gap' in attainment for vulnerable groups compared to the	All children who form part of the vulnerable group: Pupil Premium	Regular assessment to review progress Pupil progress	Leadership team Inclusion manager	Follow assessment timetable and Pupil progress meetings	Gap significantly closed between vulnerable groups

Admin Offices/Policies/Equality Objectives

National		meetings Focused intervention and support	Class teacher	Annually to July 2016	and National
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