



RAVENSDALE JUNIOR SCHOOL

EQUALITY INFORMATION AND OBJECTIVE STATEMENT 2020-21



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OUR SCHOOL COMMITMENT

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct 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 between people who share a protected characteristic and people who do not share it.

At Ravensdale Junior School

- We try to ensure that everyone is treated fairly and respectfully;
- We want to make sure that our school is a safe and secure place for everyone;
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same;
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

Their age; a disability; their ethnicity, colour or national origin; their gender; their gender identity (they have reassigned or plan to reassign their gender); their marital or civil partnership status; their being pregnant or having recently had a baby; their religion or belief; their sexual identity and orientation.

- We recognise that some pupils need extra support to help them to achieve and be successful;
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably;
- Our aim is for all children to achieve more;
- The values we teach our children are Determination, Resilience, Enthusiasm, Ambition, Motivation and Self Belief.

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006);
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population;
- Outline how we have due regard for equality and how we promote community cohesion;
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

PART ONE – INFORMATION ABOUT THE PUPIL POPULATION

Number of pupils on roll at the school: 357 (data from Autumn 2 2020)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment' which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

There are pupils at our school with different types of disabilities and these include:

- Autism;
- Speech Language and Communication Needs;
- Hearing Impairment;
- Visual Impairment
- Severe Allergies
- ADHD
- Medical conditions – eg diabetes, epilepsy

Note - We are also aware of the number of parents and carers who also have different types of disabilities, which school will cater for when appropriate

- Hearing impairments
- Visual Impairments
- Physical difficulties
- Defined behaviour difficulties, due to stroke or other underlining condition
- ASD
- Allergies

Ethnicity <i>Ethnic groups in school 2020-21</i>		Religion and Belief 2020-21	
White British 45.8% non-white British 54.2%		religion	percentage
group	percentage		
Pakistani	18.3%	Christian	27.5%
Indian	8.7%	Muslim	26.1%
Black or mixed	11.5%	Sikh	5.3%
Other Asian	1.7%	Hindu	3.1%
Other non white British	14%	Buddhist	0.6%
		Other religion	1.0%
		Non religion / not specified	36.4%

Information on Other Groups of Pupils

We aim for all our pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support. In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Vulnerable, EAL and SEND (figures as of Autumn 2 2020)

group	number of pupils	% of school population
FSM	90	25.3%
PP (Ever FSM)	103	28.9%
SEND (16.3%)		
SEND support	54	15.2%
Statement EHCP (SEND)	4	1.1%
Non SEND	298	83.7%
EAL		
EAL (English as additional language)	75 1 st or 2 nd language	21%
	151 1 st or 2 nd or home language	42.4%
Direct entry to school	3 since September yr3,4,6	

Young Carers

We are aware that some children may be young carers and are alert as to the signs that this may be the case.

Other vulnerable groups

- There are a number of children who are on our pastoral care register;
- We provide therapy and counselling for children with emotional difficulties;
- There are a number of children with severe and complex needs, including autistic spectrum disorder, global delay and speech and language difficulties.

PART 2: OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published equality objectives. See Part 6 of this document. (Action plan)

Attendance up to the end of February 2020

Our attendance target is 96%. In the year 2020-2021, there are still some pupils whose attendance is not meeting this target. **Attendance figures for 2019-2020** are detailed below for certain groups within our school. Prior to COVID 19 Lockdown at the end of Autumn Term 2019 our school attendance was 96.35%. These groups of children were below this figure.

Group	Number of pupils	percentage	
Whole school	354	96.35	
PP	48	94.36	
FSM	65	94.30	

SEN K	70	95.21	
SEN E	3	94.87	
Pakistani	70	95.93	

Attendance Attendance figures 2018-19 are detailed below the target was 95.59%

Group	Number of pupils	Percentage	
Whole school	355	95.59	
PP	69	92.59	
FSM	47	91.08	
SEN K	60	94.4	
SEN E	4	86.63	
Pakistani	66	93.86	

PART 3 – HOW WE HAVE DUE REGARD TO EQUALITY

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

- Related policies in place are anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, more able and SEND;
- Accessibility plan for the disabled;
- Admission arrangements – new arrivals have an induction;
- Exclusions are monitored and reported;
- Incidents of harassment are recorded;
- Staff and governors have regular safeguarding and SEND;
- Authority complaints procedures are followed;
- Non-discriminatory employment practice is adhered to;
- There are staff and pupil codes of conduct;
- Teaching targets needs and there is training on differentiation and challenge;
- EAL strategies are employed and resources targeted.
- Organisation of interpreters for deaf parents
- Accessibility arrangements for parents with physical impairments

Our Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measureable equality objectives. We aim to address areas where we need to take action to improve equality and tackle disadvantage

We will regularly review the progress we are making towards meeting our equality objectives. (see action plan)

PART 3 – HOW WE HAVE DUE REGARD TO EQUALITY

We are committed to working for the equality for ..

1. people with and without disabilities.
2. all ethnic groups
3. women and men
4. people based on their religion, belief and non-belief.

Group	Advance equality of opportunity by: To meet our duties under the Equality Act 2010 we show we have due regard to the need to:	Foster good relations and community cohesion by:	Intended impact
<u>1.SEND</u>	<ul style="list-style-type: none"> • Providing equal access to all areas of the curriculum • Providing additional support and resources as and when necessary; • Supporting disabled learners and staff by meeting their individual needs; • Involving disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them; • Providing adequate training for all staff; <p>Tracking and monitoring identified groups and their access and performance.</p>	<ul style="list-style-type: none"> • Involving parents of those children in understanding how they may help their children at home; • Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities; • Providing an anti-prejudice curriculum which is incorporated into PSHE, Citizenship and Spiritual Moral Social and Cultural (SMSC) and which celebrates difference and diversity; • Ensuring that pupils learn about the experiences of disabled people and how they may encounter prejudices; • Providing policies, systems and procedures that promote tolerance and tackle prejudice, eg, Behaviour Policy, Anti-Bullying Policy, E-Safety Policy, Safeguarding Policy; <p>Monitoring and ensuring equal access to after school clubs and pupils with SEND, if this is deemed beneficial for their well-being.</p>	<ul style="list-style-type: none"> • whole approach to inclusion of these pupils, school and home. • pupils make expected progress within their individual capabilities <p>attendance at clubs and extra provision is available and on offer.</p>
<u>2.EAL</u>	<ul style="list-style-type: none"> • Assessing attainment and progress with regard to ethnic groups on a half-termly basis to ensure pupils who are falling behind are targeted for support as soon as possible; • Conducting regular pupil surveys. 	<ul style="list-style-type: none"> • Following a curriculum that supports pupils to understand, respect and value difference and diversity; • Ensuring that the curriculum challenges racism and stereotypes; • Holding events such as enrichment days with a global theme; • Ensuring that all ethnicities are made to feel welcome and included; • Offering support and information for parents; <p>Involving parents, carers and families in participating in enrichment activities;</p>	<ul style="list-style-type: none"> • Pupils access learning adapted to meet EAL learning needs. <p>There is a cultural understanding and tolerance of one another, staff pupils and parents.</p>
<u>3.Gender</u>	<ul style="list-style-type: none"> • Monitoring the attainment of all pupils by gender; • Setting targets to improve the attainment and progress. • Identifying and addressing barriers to the 	<ul style="list-style-type: none"> • Ensuring we respond to any sexist bullying or sexual harassment; • Encouraging pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes; • Ensuring the inclusion of positive, non-stereo-typical images of women 	<ul style="list-style-type: none"> • Mutual respect is clear for both gender groups. <p>Expectations are clear and equal for both genders</p>

	<p>participation of boys and girls in activities; Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress – fathers and male carers are particularly welcomed.</p>	<p>and men, girls and boys across the curriculum.</p>	<p>both staff and pupils.</p>
<p>4.Religion and Belief</p>	<p>Children come from a variety of religions such as Christian, Muslim, Hindu, Sikh, Buddhist and Jewish</p> <ul style="list-style-type: none"> • We promote this diversity and promote understanding and acceptance of all pupils and their families regardless of their religion and belief. • Studying all major religions and beliefs; <p>Building on children's cultural backgrounds to develop understanding of themselves and others.</p>	<ul style="list-style-type: none"> • Our curriculum, especially in RE and PSHE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values; • Enabling pupils to develop respect for others and helps to challenge prejudice and discrimination; • Holding special assemblies to mark religious festivals; • Visiting local places of worship, including the mosque, the church and a Hindu temple; • Tackling any form of bullying based on religious discrimination; <p>Tackling prejudices relating to racism and xenophobia.</p>	<ul style="list-style-type: none"> •Our children are very tolerant of one another's beliefs; •We have a clear set of values that underpins our ethos; •Pupils and parents of different faith groups feel valued and respected.

PART 4 – CONSULTATION AND ENGAGEMENT

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do. Our main activities for consulting and engaging are:

- Questionnaires;
- Website and twitter;
- Pupil questionnaire;
- Newsletters;
- Class and School Council
- Parent view
- Parent partnership

Part 5 – Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of these decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Part 6 – Our equality objectives – action plan attached – Appendix 1

Appendix 1 - Ravensdale Junior Equality action plan 2020-21

Target	Actions	Follow up of action including timescales		Cost and person responsible	Impact / review including evidence
		Timescale	follow up		
To close the gap between all groups of vulnerable children and the rest of the cohort. a) PP b) SEN c) EAL	<ol style="list-style-type: none"> 1. Regular pupil progress meetings. 2. Targeted support for identified pupils in class and through interventions 3. Quality first teaching 4. Access to pastoral support – emotional and social 	termly PP meetings. staff formal and informal assessments		SLT Class teachers EAL co-ordinator DSLs	
Improved attendance for all groups of pupils not meeting the set target of 96% a) PP pupils and those eligible for free school meals b) Vulnerable pupils due to CP, LAC, SEND c) EAL	<ol style="list-style-type: none"> 1. Rigorous monitoring, follow-up and support from family support. 2. Weekly attendance rewards: attendance lottery and class biscuits. 3. Attendance prizes and rewards. 4. Follow up calls to parents and communication with EWO 	attendance meetings with FLO weekly. regular awards for attendance weekly attendance checks and calls to parents		Family liaison - AM SLT EAL co-ordinator DSLs	
For all pupils, regardless of gender to achieve in line with – a) schools targeted outcomes for progress and attainment. b) National expectations	<ol style="list-style-type: none"> 1. Topics to engage both genders – some boys specific. 2. Increased cross-curricular reading/writing opportunities 3. Open mornings for parents to demonstrate teaching. 4. Introduction of shared reading with a cross curricular focus. 5. Activities to support memory and metacognition in the classroom 6. Increased information on the website in terms of curriculum coverage. 	subject leads monitor planning – termly shared reading training every half term. training on memory and metacognition half termly website updated weekly		SLT Class teachers Assessment co-ordinator	
Increased communication with parents, who are Vulnerable leading to Vulnerable pupils. including those with SEND, physical, visual and hearing impairments and CP and LAC.	<ol style="list-style-type: none"> 1. Additional access arrangements for parents, including BSL interpreters. 2. Use of disabled parking on school grounds for those parents who are eligible. 3. Meetings with pastoral team. 4. Facilitation of meeting with external agencies. 	Pastoral team communicate weekly / fortnightly with parents and pupils.		Family liaison SLT EAL co-ordinator DSLs	

Equality Policies and procedures

Policy	Procedure / Action	timescales	Cost / person responsible	review / impact
Safeguarding and child protection	<ol style="list-style-type: none"> 1. All staff trained in September by DSL 2. All staff read KCSIE and sign 3. All DSL to complete enhanced training 	1 weekly updates of safeguarding on staff memo	DSLs Governors	
SEND policy	<ol style="list-style-type: none"> 1. All staff aware of SEND policy and referral procedures 2. Regular updates from SENCO to staff 	Yearly updated	SEN co-ordinator and Governor	
Charging and remissions policy	<ol style="list-style-type: none"> 1. Accessible for parents on the website 	May 19 – updated every three years	School office manager	
Accessibility policy	<ol style="list-style-type: none"> 1. All school stakeholders 	Updated every three years.	Head and School business manager – Governors.	
Intimate care	<ol style="list-style-type: none"> 1. Staff aware of procedures 	Updated every three years	Headteacher	
Managing attendance policy	<ol style="list-style-type: none"> 1. Attendance managed on daily basis 	Reported every half term for all groups		
Equality and community cohesion policy	<ol style="list-style-type: none"> 1. Trust updates 2. Shared with staff 	Trust updates to this policy	Trust	
Ramadan fasting policy	<ol style="list-style-type: none"> 1. Shared with staff and governors 2. Shared with parents on website 	Updated every three years	Head and Governors	