

Equality Data & Objectives

Stanstead Nursery and Primary School has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our School Community - Pupils

What is the school profile?

- How many children are on roll at the school?

192 Pupils in total

- Using Scholar Pack data the following information was available:

Ethnic Categories							
White British	110	White & Black Caribbean	18	Indian	4	Any Other Black Background	2
Irish	2	White & Asian	2	Pakistani	0	Refugee	0
Any other white background	11	White & Black African	2	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	11	Any Other Mixed Background	10	Any other Asian background	4	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	0	Black Caribbean	3	Information Refused	0
White European	0	Any other Chinese background	0	Black African	5	Information Not Obtained	8

Disability Categories					
None indicated by parent/ Carer Not Collected	190	Needs Medication	0	Other Disability / Health Problem	0
No disability		Problems with Incontinence	0		
Physical disability	0	Problems with Communication	0		
Problems with HandFunction	0	Problems with Hearing	0		
Problems with PersonalCare	0	Problems with Vision	0		
Problems with Eating andDrinking	0	Problems with ASD/ Aspergers	2		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Special Educational Need	85%	163
SEN Provision- SEN Support	15%	29
Statemented	0%	0
Total number of pupils with SEN	15%	29

Gender	
Girls	92
Boys	100

Religion & Belief					
Anglican	0	Church of England	1	Sikh	2
Baptist	0	Hindu	3	No Religion	148
Buddhist	0	Jewish	0	Other Religion	7
Catholic	0	Methodist	0	Unknown	0
Christian	30	Muslim	1		

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. The school agreed to seek further support and guidance on how and when to monitor.

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.

Equality Objective One: Promote positive attitudes towards the promotion of racial equality

Protected Characteristic: Race

Why?

132 out of 192 children (69%) of our children are white British
To promote community cohesion and understanding across our community.

How?

We are going to:

- Share positive messages through whole school assemblies, class assemblies and PHSE work giving the children time to discuss and explore a range of cultures, religions and differences.
- Ensure the teaching resources (particularly books used in school) reflect diversity in terms of race and culture.
- Continue to celebrate respect for and understanding of diversity in all its forms through whole school events, trips/visitors and assemblies.
- Ensure that the values underpinning the school's ethos are actively promoted by all staff, governors, volunteers and visitors.
- Challenge parents where there is evidence of a lack of respect for diversity and where messages given at home are deemed to be incommensurate with school and British values.
- Continue to ensure school has a range of texts that deal with racial diversity
- Continue to have a zero tolerance approach to bullying incidents and incidents related to the use of inappropriate language related to race or ethnicity.
- Continue to embed our new value 'kindness' and promote and encourage acts of kindness.
- Ensure that displays in classrooms and corridors promote diversity in terms of race, gender, ethnicity, sexual orientation, religion and disability.

Outcome

- The children display an understanding and positive attitudes towards the promotion of race equality
- The children will display positive attitudes towards people of different race
- The school ethos, curriculum and environment clearly reflects our commitment to equality and provides clear evidence and focus on this.
- Children's awareness and tolerance will grow through being well-informed

Equality Objective Two: LO: To understand and appreciate others religious beliefs

Protected Characteristic: Religion

Why?

The majority of our children are of the same religion or of no religion
To promote an understanding of other people's faiths

How?

We are going to:

- Ensure our curriculum allows for a greater awareness of religious diversity.
- Ensure that the R.E curriculum focuses on a deeper understanding and acceptance of varying faith.
- Continue to purchase texts that deal with religious diversity.
- Ensure that multi-faith displays are prominent around school.
- Monitor that British Values is embedded within our curriculum.
- Continue to have a zero tolerance approach to incidents related to the use of inappropriate language related to religious beliefs.

Outcome

- The children will display positive attitudes towards people of different religions and faiths.
- Through knowledge, will come understanding and the range of religions and faiths will be seen as an opportunity to celebrate diversity
- The children will display, through their curriculum work, a sound understanding of other religions and faiths
- Children's awareness & tolerance will grow through being well-informed