



Rudston Primary School and Bright Stars Nursery

Equality information and objectives 2021/2023

Equality Information 2021-2023

Number of pupils on roll at the school: 469

Age of pupils: 2 to 11

Information on pupils by protected characteristics

The Equality Act 2010 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.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- **Pupils eligible for Free School Meals (FSM)**
- **Pupils with Special Educational Needs (SEN)**
- **Disadvantaged group**
- **Pupils with English as an Additional Language (EAL)**
- **Young carers**
- **Looked after children**
- **Other vulnerable groups**

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk*.

Race/Ethnicity	Number of pupils	% of pupils
Any other Asian background	8	1.7
Any other mixed background	6	1.3
Chinese	6	1.3
Indian	4	0.9
Pakistani	8	1.7
White - British	412	87.8
White and Asian	4	0.9

- Some parents refused to provide information

❖ **RED – September 2022 update**

Gender: **46.15%** (46%) male, **53.85%** (54%) female

Pupils eligible for Free School Meals (FSM): **8.86%** (9%)

Pupils eligible for Pupil Premium Funding – Disadvantage group: **8.62%** (9%)

Pupils with Special Educational Needs (SEN) **13.05%** (12%)

Pupils with English as an Additional Language (EAL): **3.26%** (4%)

Young carers: **0%** (0%)

Looked after children: **0.23%** (0%)

Medical Conditions: **4.9%** (4%)

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

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 as the question had never been asked as it was not appropriate to the Primary age range.

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 as it was not appropriate to the Primary age range.

Equality objectives 2021-2023

Equality objective	Action to be taken	Impact	Review September 2022 update
To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.	<ul style="list-style-type: none"> ➤ Careful tracking of attainment and progress for pupils with SEND. ➤ Target appropriate interventions at those pupils. ➤ Create Individual Education Plans and involve parents in their implementation. ➤ Provide SENCO support and training for staff. ➤ Ensure reasonable adjustments are in place for children with SEND. ➤ Provide auxiliary aids and services to disabled pupils where it is reasonable to do so to alleviate disadvantage. ➤ Where appropriate, work with outside agencies to achieve the best progress for our children. 	<p>SEND children continue to make progress that is in line with, or better than their peers.</p> <p>Children with SEND can access the curriculum as fully as they are able.</p> <p>Children with SEND fulfil their potential including (where appropriate) achieving the Greater Depth level for Maths, Reading and Writing.</p>	<p>In house data shows a high % of SEN children achieving end of year target.</p> <p>All SEND children have access to full curriculum- where appropriate modifications are made to support inclusion and access.</p> <p>September 2022 we implemented SEND room to provide additional sensory and self-regulation opportunities to aid inclusion within the curriculum. Also developed new intervention room to enhance provision of interventions</p>
To continue to promote understanding and respect for diversity.	<ul style="list-style-type: none"> ➤ Ensure school policies and procedures promote equality of opportunity ➤ Ensure all staff are aware of our responsibility with regards to the equality act ➤ Ensure our school curriculum 	<p>Children are aware of a range of religions and cultures.</p> <p>The children celebrate diversity and are tolerant to other religions, cultures and groups of people within society</p>	<p>April 2022 – Sticks and Stones week promoted understanding and respect for all member of society – faiths disability and sexual orientation.</p> <p>1 racist incident reported. 5 homophobia incidents (same child</p>

	<p>promotes tolerance of all groups.</p> <ul style="list-style-type: none"> ➤ To continue with our block teaching of RE and British Values each term. ➤ To facilitate the introduction to, and understanding of, other religions and cultures by our children. ➤ To continue the implementation of our new PSHCE curriculum across the school. ➤ 		<p>over 3 week period) – parental involvement in support, no reoccurrence</p>
<p>To monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group *</p>	<p>Careful tracking of attainment and progress for pupils with the “Protected Characteristics”. Ensure reasonable adjustments are in place for these children. Where appropriate, work with outside agencies to achieve the best progress for our children.</p>	<p>Children identified as needing additional support make progress that is in line with, or better than their peers. Children can fully access the curriculum.</p>	<p>Data monitoring shows high % of SEND children and PP children receiving additional support through interventions, mentoring sessions and access to young leader roles within school.</p>

*** The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are called the “Protected Characteristics”.**

