

MISSON PRIMARY SCHOOL
EQUALITY INFORMATION AND OBJECTIVES
November 2021

Misson Primary School have used the following process to assist us in identifying some of the barriers to our pupils in accessing education provision. This document is meant to be read alongside our school's Equality Policy.

Using the available information and feedback, the school looked at the following areas of school life to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

Admissions – The school community reflects the ethnicity demographics of the surrounding community. There were no obvious equality issues identified in the school's admissions process or student intake.

Attainment – The school regularly reviews students' progress and attainment broken down by gender, looked after status, and disability. In the past, a gap was identified between girls' and boys' writing proficiency and the school have worked to narrow the gap by investing in boys' writing in each year group. Pupil achievement levels at Misson are well above national averages in all areas.

Attendance – Absence rates at Misson have historically been lower than County and national averages. Some of the disabled pupils on the roll have higher absence rates than their peers because of attending medical appointments and treatment sessions.

Engagement in school activities – We identified some hindrances in the physical set-up of the school building that make it difficult for disabled students (especially wheelchair users) to participate fully in the life of the school. We will address these in our equality objectives.

Exclusions – Exclusions are, thankfully, extremely rare at Misson and no equality gaps were identified in this area.

Prejudice-related incidents - Two of the responses from our parents' highlighted incidents of pupils singling out a child from a different ethnic background or using the word 'gay' as an insult in the KS2 playground. The school recognizes the need to raise awareness of and promote respect for the diversity of pupil backgrounds. This is addressed in our equality objectives below.

Rewards and sanctions – All children participate equally in the classroom rewards systems and in the weekly special mention assemblies. Rewards are based not only on academic achievement, but also on academic progress and on character qualities. Students with Individual Educational Plans incorporate personalized sanctions for those with behavioural issues.

Representation on school bodies – All students are eligible for the student council posts. No obvious equality gaps were identified in this area.

Equality Objectives

Based on the analysis above, three equality objectives were chosen to help focus the school on closing gaps between those children with protected characteristics and the rest of the student body. Two of the objectives relate to pupils and one to the wider school community.

Objective 1

Area: Pupils - engagement in school activities

Objective: **To ensure that our curriculum includes opportunities for our pupils to encounter people from a range of cultures and religions**

Why: Our school population is not very diverse

How: Plan opportunities in the curriculum for children to visit places of worship from a range of religions. Invite speakers from different faiths and cultures to speak to children. Chose books for use in class that reflect a range of religions and cultures.

Outcome: Children have a greater understanding of other faiths and cultures.

Objective 2

Area: Pupils – Prejudice related incidents

Objective: **Raise awareness of and promote respect for the diversity of pupil backgrounds to lessen the chances of pupils from different racial or ethnic or family backgrounds being negatively singled out.**

Why: Two of the responses from our parents' survey highlighted incidents of pupils singling out a child from a different ethnic background or using the word 'gay' as an insult in the KS2 playground.

How: PSHE work in each Key Stage, training for playground buddies

Outcome: Fewer incidences of pupils from different racial or ethnic or family backgrounds being negatively singled out as observed by teachers and reported by pupils and parents.

Objective 3

Area: Wider school community

Objective: **Build a more diverse volunteer team**

Why: In-school volunteers and governors tend to be white British parents

How: Seek to include foster carers, non-British parents, people from the local community. Word invitations so that these groups might feel comfortable responding. Provide training so that people from different backgrounds are less likely to be intimidated by what is involved in the commitment.

Outcome: Removal of barriers hopefully leading to a wider pool of volunteers reflective of the school community and surrounding community.