

Crossdale Primary School (CPS)

Equality Objectives 2024-25

In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared by the Governing Body.

1. Understanding Our School Community – Equality Information

Using school data, the following information was correct as of 1st September 2024:

Ethnic Categories (number of pupils)							
White British	137	White & Black Caribbean	4	Indian	3	Portuguese	0
Irish	1	White & Asian	4	Pakistani	0	Refugee	0
Any other white background	2	White & Black African	2	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed background	4	Any other Asian background	0	Any Other Ethnic Group	1
Gypsy/Roma	0	Chinese	0	Black Caribbean	0	Information Refused	2
White European	3	Any other Chinese background	0	Black African	1	Information Not Obtained	
White English	18			Hong Kong Chinese	7	Asian & Any Other Ethnic Group	3

Disability		
	Percentage	Number
No Disability	100%	193
Disability	0%	0

Special Educational Needs (SEN)		
	Percentage	Number
No Specified SEN	92.19%	177
Sen Support	7.29%	14
EHCP	0.52%	1

Deprivation		
	Percentage	Number
Pupil Premium*	6.77%	13
Non-Pupil Premium	93.23%	179

*Any pupil in receipt of Free School Meals at any time during the last 6 years

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.

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).

2. Understanding the Information Gathered

General Context

The vast majority of CPS's pupils come from within its catchment area. The school's levels of SEN and deprivation is lower than the national average. The demographic within the school's catchment is changing, however. This is evident in a growing number of pupils with English as an additional language.

3. Equality Objectives 2024 - 25

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g., school councils

Following analysis, the school has developed five Equality Objectives in order to meet the following requirements of the Equality Act:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by the Act
- **Advance Equality of Opportunity**, between persons who share a relevant protected characteristic and persons who do not share it
- **Foster Good Relations** between persons who share a relevant protected characteristic and persons who do not share it

1. Faith & Cultural Diversity

Equality Objective:

To design a curriculum intent that includes a richness of faith and cultural diversity.

Why:

The pupil population and community of CPS is predominantly white British. The school recognises that it should be deliberate when introducing insights and interactions with the diversity that exists in modern British society. This is essential to each child's personal development and will help them develop as citizens of the present and the future.

How:

The school is involved in a Diversity project with its partner schools from across Equals Trust to offer its pupils first hand experiences of the diversity that exists within the variety of communities that occur within Nottingham and the UK.

The school has designed its curriculum to reflect the diversity of faith, ethnicity and culture that it recognises as essential to the experiences of its pupils. The explicit learning of diversity will be found within the school's geography, history, music, RE and art curriculum. Other curriculum areas will also offer opportunities to explore and experience diversity such as the Anti Racist education Program (AREP).

Outcome:

All pupils will have experiences that allow them to engage with diversity and the impact of diversity upon modern British society. The school's curriculum will offer experiences that are rich and diverse.

2. Attainment

Equality Objective:

To ensure that pupils with SEND, Looked After Children and those in receipt of Pupil Premium funding are given support to reach outcomes similar to national statistics.

Why:

The use of the Pupil Premium Grant and SEND intervention is targeted to reduce the gaps in attainment and progress between SEND/ non-SEND and disadvantaged/ non-disadvantaged pupils. The school recognises the need to continue this work for all individuals and identified groups to improve outcomes and subsequent life chances.

How:

Plan support using Pupil Premium Funding & SEN funding.
Liaison with outside agencies for supporting children with disabilities, SEN and medical conditions.

Outcome:

Pupils meet individual end-of-year targets. Gaps in attainment for individuals and groups continue to narrow.

3. Attendance

Equality Objective:

To increase attendance rates for disadvantaged pupils.

Why:

Analysis of the data shows that the pupil premium group make up a disproportionate number of persistent absentees. CPS aims to ensure that this improves due to the positive effect this will have on the academic progress and life chances of these pupils.

How:

Closely monitoring all pupils' absence with a particular focus on the pupil premium group.

Act immediately should any pupil's attendance drop below 90%.

Where necessary, make use of sanctions for persistent non-engagement or refusal of support.

Write to all parents

on a termly basis informing them of their child's current attendance rates and whether the school has any early concerns.

Outcome:

No new disadvantaged pupil's attendance rate will be less than 90% (the definition of persistent absentee).

Pupils with a history of persistent absence will demonstrate an improvement in attendance.

4. Prejudice Related Incidents

Equality Objective:

To achieve a heightened awareness of how to identify and respond to prejudice related incidents.

Why:

Children are exposed to prejudice related incidents through the media. Additionally, children may not be aware of the prejudice related language that many of them will be exposed to or even use. The school recognises that it is essential for its pupils and community to understand prejudice related incidents and how to respond whether they are its victim or witness.

How:

Ensure education with this focus is included in the PSHE curriculum (Jigsaw) and the Anti Racist education Program (AREP). This includes offering direct education about homophobia and racism, including their recognisable characteristics and language. It also means informing children about the protected characteristics.

The school will endeavour to ensure that awareness and tolerance of differences is recognised in all curriculum areas as part of its design.

Examples of prejudice related behaviour will be challenged where it occurs within any member of the school's community. Education will support perpetrators of prejudice based discrimination.

Outcome:

A heightened awareness amongst pupils of what is prejudice related behaviour and how to respond to it. A heightened awareness of the protected characteristics.

The entire school community feels valued and safe, especially those with protected characteristics.

5. Disability

Equality objective: To commission a Disability Access Audit and create an action plan based on the findings.

Why:

The school plans to commission a Disability Access Audit in 2024-2025 to offer insight into adjustments and improvements to make.

How:

Commission the audit. Draw up the action plan. Communicate to school stake holders. Implement actions.

Outcome:

Identified actions are completed and the school site offers acceptable access to all members of the community – including those with disability.

5. Evaluating Impact

The school will engage with its community to ensure the objectives identified are appropriate and, where relevant, based on the data analysis. The Governing Body will monitor progress on all Equality Objectives in the school year 2024-25.