



Ernehale
JUNIOR SCHOOL

Equality Plan 2017

In order to further understand our school community, Ernevale Junior School has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

What is the school profile?

- **How many children are on roll at the school?**
253 pupils in total
- **What information on pupils is collected by protected characteristics?**

Ethnicity Categories

White British	206	White and Black Caribbean	9	Pakistani	5	Refugee	0
Irish	1	White and Asian	5	Bangladeshi	1	Asylum Seeker	0
Any Other White Background	3	White and Black African	0	Any Other Asian Background	0	Any Other Ethnic Group	1
Traveller if Irish Heritage	0	Any Other Mixed Background	4	Black Caribbean	1	Information Refused	4
Roma/ Gypsy	0	Chinese	1	Black African	1	Information Not Yet Obtained	8
White European	0	Indian	4	Any Other Black Background	0		

Total number of BME pupils	26
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Disability Categories

Not Collected	0	Support with Personal Care	0	Support with Communication	1	Dyslexia	1
No Disability	214	Support with Eating and Drinking	1	Hearing Impairment	0	ADHD	4
Physical Disability	0	Requires Medication	2	Vision Impairment	1	Dyspraxia	1
Support with Hand Function	0	Incontinence	0	ASD/ Aspergers	4	Epilepsy	1

SEN Categories

No Special Educational Needs	246
SEN Provision/ SEN Support	6
Statemented	1
Total Number of pupils with SEN	7

EAL Categories

Children New to English	0
More Advanced EAL Learners	9

Gender

Girls	118
Boys	153

Religion and Belief

Christian	91	Jewish	0	Unknown	4
Hindu	1	Buddhist	0	Refused	4
Muslim	6	Other Religion	2		
Sikh	3	No Religion	142		

Sexual Identity – The school has no data currently on any pupils questioning their sexual identity. The school will seek further advice and guidance on how to monitor this information and use this data in a sensitive manner.

Gender Reassignment The school has no information on any current pupils who have undergone gender reassignment. The school will seek further advice and guidance on how to monitor this information and use this data in a sensitive manner.

Equality Objective One: To reduce prejudice and increase understanding of equality, more specifically the use of homophobic language by pupils in school, through direct teaching across the curriculum.

(Protected Characteristic: Sexual Orientation)

Why

Through discussions with pupils it has become clear that this is an issue for some members of our school community and as a staff we feel this should be discussed in school with all pupils across the keystage

How?

We are going to:

- Carry out a unit of focused work linked to our Take Care Charter supporting our belief in 'Different families same love'
- Share our learning across the school to talk about what we have learned and to ensure all children understand why it is important
- Work with Take Care of Each Other Reps to identify the views of as many children as possible through interviews and discussion
- Produce a display to celebrate and show the diversity within school
- Link with Ernehale Values/ British Values
- Continue with our zero tolerance approach to incidents related to the inappropriate use of language linked to all the protected characteristics but more specifically sexual orientation.

Outcome

- The children will continue to display a positive attitude towards equality and diversity that they can articulate when questioned
- Reduced number of equality linked incidences recorded across school
- Interviews show that pupils are clear about the importance of equality and diversity work.

Equality Objective Two: To continue to monitor and increase the understanding of equality, more specifically the importance of religious equality across the school

(Protected Characteristic: Religion)

Why

After a number of recent terrorist attacks that have happened nationally and internationally there has been discussions with some children that suggest a negative attitude towards Islam both in the local community and within school

How?

We are going to:

- Continue to focus on Islam as a religion as part of our annual programme in RE
- Allow pupils from any of the focussed religions to be the learning lead and to share lessons they have developed with the class/ year group
- Promote the importance of equality between religions
- Offer children the opportunity to visit an Islamic place of worship
- Work with Take Care of Each Other Reps to identify the views of as many children as possible through interviews and discussion
- Link with Ernehale Values/ British Values
- Continue with our zero tolerance approach to incidents related to the inappropriate use of language linked to all the protected characteristics

Outcome

- All children will display a positive attitude towards equality and diversity and Muslims that they can articulate when questioned
- Interviews show that pupils are clear about the importance of equality and diversity work and how they have developed their knowledge and understanding of Islam
- No incidents of racism linked to religion recorded across school

Equality Objective Three: To continue to monitor the gap in progress between boys and girls in Maths

(Protected Characteristic: Gender)

Why

Through discussions with class teachers and data analysis there is historical evidence of a closing gender gap in confidence between girls and boys in Maths

How?

We are going to:

- Continue to carry out focused work and maths interventions with identified children
- Promote the importance of maths and learning times tables across the school

Outcome

- The gender gap between girls and boys will reduce further in terms of confidence levels and achievement.
- There will be a measurable and quantifiable improvement in results