

# Beaconhill Community Primary School

## Equality Information - gathered 2021-22

### Age and sex:

- With the exception of Nursery all our year groups are made up of approximately 30 pupils. There are variations in this across the school.
- We have more boys than girls in the school . The gender balance difference is most noticeable in Reception and Year 2

*(Source: SIMS)*

### Disability

- <10 pupils have physical disabilities.
- Accessibility requirements were addressed during 2020-21 and on a roiling programme. Two accessible disabled toilets are available and can be used by pupils. Ramp access is available through Nursery. (See school access policy statement) Access audit completed 2018, plan is in place, and available for viewing on request.
- <10 pupils have long term health issues which have had an impact on attendance.
- The performance and welfare of these pupils is tracked separately

*(Sources: SIMS, attendance registers)*

### Gender reassignment

- No data is collated by the school about gender reassignment for the pupil or staff population.

### Race

- The majority of children in school are White British. 5.0% children are recorded as belonging to a group other than White British. This is below that seen nationally.
- There are no significant patterns of underachievement of pupils from minority ethnic groups.
- The school has consistently recorded and reported no racist or homophobic incidents amongst pupils to the Local Authority.
- The very low number of fixed term exclusions relate mainly to children from a single ethnic group

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### Religion or belief

- The vast majority of ascribed religions of the pupil population are Christianity, or no religious belief, as defined by parents on the school's data collection forms.<10 pupils ascribe to other religions
- Provision exists for children whose parents elect for them to be absent from acts of Christian corporate worship on the grounds of belief to do so.
- All pupils learn about beliefs other than Christianity.

*(Sources: SIMS, SACRE guidance)*

### Marriage and civil partnership

- When information about changes in marital status or home circumstances is communicated to school, it is recorded in the school's file. Any changes to contact details are recorded in the child's file.
- No data is collated by the school about parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

### Pregnancy and maternity

- The school has flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting. These are evident in the absence policy.

### **Gender**

- The very low number of exclusions have all been male.  
(Sources: SIMS data, Assessment data, locality profile,)

### **Free School Meals and IDACI and Vulnerable groups**

- The school's overall IDACI score of 0.30 for 2019-20 places it above the national average in terms of indices of deprivation.
- 49 % of pupils are currently eligible for Free School Meals (6). This is above that seen nationally.
- The attendance rates for pupils in receipt of FSM(6) are lower than those not in receipt of FSM(6)
- Boys attend less well than girls by a small margin.
- The performance (and welfare) of those pupils eligible for vulnerable groups is tracked separately. This information is available on the DfE website.
- There are currently <10 looked after children on roll.

(Sources: locality profile)

### **Sexual orientation**

- No data about the sexual orientation of pupils or parents is collected or held by the school.

### **Bullying**

- Any instances of bullying are recorded in the behaviour file. Most of the issues of conflict in school relate to friendship and games. A nil return is recorded for the prevalence of, for example identity based bullying, homophobic language or gender based bullying. Our school has anti-bullying accreditation.

### **Performance differentials by group**

- By the end of Y6 girls usually tend to attain slightly better than boys in Reading and Writing, but boys often attain better than girls in Maths. Differences in attainment are not significant.
- By the end of Y6 our PP pupils often achieve less well than our non PP pupils, but better than all pupils nationally
- Attainment in 2019 Y6 SATs was disappointing in reading and maths, which were below that expected for all pupils nationally. There was a pattern of boys under-achieving in these subjects.
- Current progress measures will be available on the DfE website performance tables.

( Sources: SIMS analysis, ISDR)

### **Responsibilities**

The Headteacher has responsibility for equalities matters

### **Behaviour and Safety.**

There are clear procedures for dealing with prejudice related bullying and incidents. The school Governors annually return a report on the number of racist incidents to the Local Authority. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

### **Curriculum**

Teaching and learning across all subjects is underpinned by British values. There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development, including a range of activities during anti-bullying week, B3B day which are often focused on the elements of the PREVENT strategy.

### **Objectives 2021-25:**

The school's equality objectives have been established by looking at the most significant and meaningful equalities challenges we face:

They are:

- Where evident, to narrow the achievement gap between boys and girls in school.  
*Expected evidence of impact; - improving attainment information data for all groups, including the narrowing of gaps between groups of pupils, and all pupils nationally.*
- To ensure that all children, regardless of economic circumstances, attend and achieve well, particularly the more able, children in receipt of FSM (ever6) and those born in the summer months.  
*Expected evidence of impact; -improving rates of attendance*

Targets to be reviewed as part of the school's ongoing self-evaluation cycle. Revised targets to be set every 3 years.

These will be reviewed in March 2025 to align policies.