



# The Stonebridge School



## EQUALITY OBJECTIVES 2022/23

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

### **Objective 1: Attendance**

**To close the gap between the attendance and punctuality of Black Caribbean children and all other children.  
To monitor and reduce persistent absence and work with families to get children into school**

<b>Why</b>	<b>Planned Actions</b>
<p>The school's attendance figures show that there is a gap between the attendance of Black Caribbean children and all others. The gap varies year upon year and needs to be monitored.</p> <p><b>Attendance 2020 -2021</b>            BC attendance = 90.2%            All pupils = 93.0%</p> <p>Persistent absence set at &lt; 90%.            The school's figure for 20/21 was 12.4% with the national average being 8.8%.            Largest group of persistent absentees is Black Caribbean Children which is 36.7% (March 2022) compared to all children 25.7% (March 2022)</p>	<p>To give a set amount of time to the Pupil and Parent Liaison Officer (PPLO) each day to monitoring attendance and looking for absentee trends, which is then to be reported to HoS.</p> <p>All families called on first day of absence.            PPLO to send weekly letters regarding lateness and unauthorised absence.            To meet regularly with vulnerable families to help improve attendance.            PPLO to write termly attendance report            HoS to write letters and meet if problem is on-going            To target persistent absentee families to come in for drop in sessions offering support.</p>

**The equality objectives will be monitored:**



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Strategic Priority 2 - to maximize the number of children on roll, be the local school of choice and ensure pupil attendance is in line with national averages, including persistent absenteeism

Pupils and staff:

- recognise and discuss differences (including gender, race, bias, sexual orientation, disability, disorders and inequalities)
  - assertively challenge prejudice and discrimination (including stereotypes)
  - listen to and show respect for the views of others.
  - articulate and share my opinion confidently
  - be empathetic towards others (experiences, lifestyles, emotions, choices)
  - recognise and discuss my self-worth, self-image and identity
  - discuss how to stay physically and mentally healthy
  - recognise strong emotions and identify ways of managing these emotions positively
  - recognise and discuss the importance of positive relationships
  - explain how my actions have consequences for myself and others
  - set personal goals that are aspirational and understand how I can achieve these
- talk about a range of jobs, and explain how they will develop skills to work in the future.

Impact

Attendance

BC = 88.1%

## Objective 2: Gender

To work towards eliminating prejudice towards all gender groups.

To ensure girls and boys feel equally valued in all respects of school life

Why	Planned Actions
To ensure there is no significant disparity between the achievements of groups.	Data is analysed termly to ensure that we are aware of any significant differences between the achievement of boys and girls. PSHE and RHE curriculum covers gender issues, sexual bias in the media and sexual orientation including transgender.



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	<p>Quality of reading genre and nonfiction - monitored to ensure no gender bias.</p> <p>From September 2021 more detailed data to be presented to governors at each Strategy meeting regarding type of abuse, ethnicity and gender of victim and perpetrator. To also log type of support for victim and actions taken with perpetrator.</p>
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**The equality objectives will be monitored:**

The School's systems promote parent and carer contributions to maximise outcomes for all pupils.

Progress for girls and boys across year groups, in a wide range of subjects is strong and evidence in work.

develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively.

The school is engaging with a range of methodologies to prepare both boys and girls for the next stage in their education, training or employment.

The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance between boys and girls.

The school has a clear vision for the education of all pupils at the school. The school has a culture of high aspiration for all children.

School leaders have created a culture and ethos that actively welcomes and engages parents and carers of all pupils.

Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.

The individual needs of pupils are communicated effectively to all staff.

Evidence from observations shows the teaching of interventions is considered to be consistently good or better.

Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.

There are opportunities for both boys and girls to become involved in pupil voice.

The school scrutinises behaviour, exclusion and attendance data to ensure gender bias or discrimination is not missed.

Staff engage in high quality continued professional development and learning to support improved pupil outcomes.

The school is outward facing and engages critically with developments in practice.



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<b>Objective 3: Prejudice Related Incidents</b>	
To work towards eliminating prejudice towards all groups	
<b>Why</b>	<b>Planned Actions</b>
<p>The Stonebridge School will not tolerate prejudicial behaviour or language toward a community.</p> <p>All staff and children follow school behaviour code which incorporates the British Value of 'Tolerance - Respect for all'.</p> <p>To increase acceptance as part of an inclusive society by having awareness of a range of protected characteristics, including for those in the LGBTQI+ community, families, age and religious belief.</p> <p>Reinforce through class work and school assemblies, that values, both school and globally, that it is wrong to discriminate and use words in a derogatory way.</p> <p>Aim to reduce the number of prejudice related incidents to zero</p>	<p>Any language/ behaviour that is of a discriminatory nature is brought straight to the attention of the HoS or an Associate Head.</p> <p>The victim and perpetrator are both spoken to and reconciliation is sought.</p> <p>Depending on the severity of the case, the school will notify the parents.</p> <p>Create opportunities for pupils to engage with the older generation.</p> <p>To have nil incidents recorded on the authority termly report on all prejudicial incidents.</p> <p>Employing preventative education within an inclusive culture to reduce prejudice-related behaviour occurring.</p>
<b>The equality objectives will be monitored:</b>	
<p>Prejudice-related incidents will always be properly investigated (by a class teacher or senior leader as is deemed most appropriate).</p> <p>All prejudiced language or behaviour will be challenged. The challenge that is made will depend on the circumstances and severity of the incident, and on any previous similar incidents involving either the victim or perpetrator. Care should be taken when using the terms 'victim and perpetrator', especially in front of the involved parties.</p> <p>Any potential prejudice-related incident, will be treated seriously – remembering that someone's perception is their reality at the time and that incidents should never be dismissed or ignored.</p> <p>Staff will respond immediately – acknowledging that the incident has happened and offering support to the victim of the incident.</p> <p>The member of staff dealing with the incident will reinforce the school's position on discrimination and prejudice. The focus being on the perpetrator's behaviour, rather than the person – making sure that they know that the behaviour is not acceptable.</p> <p>Whenever a member of school staff deals with an incident that may be considered to be prejudice-related, they should report that to the Headteacher/Designated Safeguarding Lead. The concern should be recorded on CPOMS as a prejudice incident.</p>	



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