



Awsorth Primary and Nursery School Equalities Objectives and Action Plan 2021-2024

Our aim at Awsorth is to ensure we are proactive in promoting equality throughout school for our pupils, parents and staff with regards to protected characteristics. We seek to embed equality of access, opportunity and outcome to all members of our school community and beyond.

School Summary – 2021/22

Year Between 01/09/2021 and 31/08/2022

Year	Total Number	Mobility In	Mobility Out	Girls	Boys	FSM	EAL	Pupil Premium	SEN	Statemented	SEN Support	Education Health & Care Plan	Looked After	Asylum Seekers (Refugees)	Autumn Born	Spring Born	Summer Born
-1	9	9		5 55.56%	4 44.44%	2 22.22%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	7 77.78%	2 22.22%	0 0.00%
0	33	17	2	11 33.33%	22 66.67%	1 3.03%	0 0.00%	3 9.09%	3 9.09%	0 0.00%	3 9.09%	0 0.00%	0 0.00%	0 0.00%	13 39.39%	5 15.15%	15 45.45%
1	30	13		18 60.00%	12 40.00%	2 6.67%	3 3.33%	4 13.33%	2 6.67%	0 0.00%	2 6.67%	0 0.00%	0 0.00%	0 0.00%	9 30.00%	9 30.00%	12 40.00%
2	31	4	1	19 61.29%	12 38.71%	7 22.58%	1 3.23%	7 22.58%	3 9.68%	0 0.00%	3 9.68%	0 0.00%	0 0.00%	0 0.00%	7 22.58%	6 19.35%	18 58.06%
3	38	2	3	14 36.84%	24 63.16%	10 26.32%	0 0.00%	10 26.32%	5 13.16%	0 0.00%	4 10.53%	1 2.63%	0 0.00%	0 0.00%	8 21.05%	14 36.84%	16 42.11%
4	37	2	2	16 43.24%	21 56.76%	7 18.92%	1 2.70%	8 21.62%	9 24.32%	0 0.00%	9 24.32%	0 0.00%	0 0.00%	0 0.00%	11 29.73%	9 24.32%	17 45.95%
5	45		1	21 46.67%	24 53.33%	10 22.22%	1 2.22%	11 24.44%	9 20.00%	0 0.00%	9 20.00%	0 0.00%	0 0.00%	0 0.00%	20 44.44%	8 17.78%	17 37.78%
6	50	1	2	32 64.00%	18 36.00%	8 16.00%	4 8.00%	10 20.00%	9 18.00%	0 0.00%	9 18.00%	0 0.00%	0 0.00%	0 0.00%	18 36.00%	10 20.00%	22 44.00%

Ethnicity	Total Number	Mobility In	Mobility Out	Girls	Boys
Any Other Mixed Background	2		1	2 100.00%	0 0.00%
Asian and Chinese	1			0 0.00%	1 100.00%
Black - African	3	1	1	2 66.67%	1 33.33%
Chinese	3	5	2	2 66.67%	1 33.33%
Egyptian	1			0 0.00%	1 100.00%
Indian	1	1		1 100.00%	0 0.00%
Information Not Yet Obtained	1	2		0 0.00%	1 100.00%
Other Mixed Background	1		1	0 0.00%	1 100.00%
Pakistani	1			1 100.00%	0 0.00%
White and Any Other Ethnic Group	1			1 100.00%	0 0.00%
White and Black Caribbean	6	1	2	2 33.33%	4 66.67%
White - British	246	37	48	120 48.78%	126 51.22%
White Eastern European	4	1		3 75.00%	1 25.00%
White - English	1			1 100.00%	0 0.00%
White European	1			1 100.00%	0 0.00%

At Awsorth, we only collect limited diversity data during the admission process which relates to protected characteristics. These are gender, SEN and some details on certain religions.



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Attendance

Equality Objective 1:

To explore and understand the reasons for absence and what support can be given to individual pupils and families to improve attendance.

Why we have chosen this objective:

School figures show that FSM, SEND (92% Average) have the lowest attendance figures compared with non-SEND and Non-FSM (95-96%)

To achieve this objective we plan to:

Consult with the individual families that this impacts upon. Ensure that parents/carers are aware and understand the impact of absenteeism on their child's learning via newsletters, website and individual meetings and structured conversations. AFA targets to be used to support attendance. Identify best practise from other schools and Local Authorities with similar issues. Access support for the school and families from the Targeted Support Team and school's parent support worker. We will of course continue to apply reasonable adjustment taking into account the needs of some children and families

Attainment and Progress

Equality Objective 2:

To explore and understand barriers to learning fully so that the school can work on narrowing the gap.

Why we have chosen this objective:

National data shows that white British boys achieve lower than any other group both in Key Stage 1 and Key Stage 2. We aim to diminish the difference between this group of pupils and others that achieve higher.

To achieve this objective we plan to:

Monitor and evaluate the impact of current methods that have been introduced via the School Development Plan, these include individualised programmes, local and national initiatives including the impact measures involved with the developed use of Pupil Premium payments. Explore the best practise in schools locally and nationally.

Behaviours and attitudes

Equality Objective 3:

Raise awareness and promote positive attitudes towards all. Reduce the number of incidents towards protected characteristics.

Why we have chosen this objective:

The school currently does a lot of work regarding equality to promote diversity and inclusion. The school is a UNICEF Gold accredited school. Behaviour analysis indicated a rise in prejudicial incidents during 2020-2021. Due to the low diversity and lack of understanding by pupils and families school need to continue to raise awareness and provide opportunities to challenge prejudicial views. We want to reduce the number of incidents at Awsworth.



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To achieve this objective we plan to:

Ensure that the curriculum addresses a varied range of circumstances to build knowledge, appreciation and respect. Access to materials in class and in the school library which represent a range of family backgrounds and circumstances. Using the 3-D PSHE Programme in Y1,2,5,6 the children will experience a range of scenarios and have modelled and moderated responses shared with them. Continue to promote British Values monthly through assembly time.

Personal Development

Equality Objective 4:

All pupils regardless of background or disability are able to access a wide variety of inclusive activities on offer at Awsworth Primary and Nursery.

Why we have chosen this objective:

We offer a large range of extra curricular activities and provision to enhance learning. All year groups attend residential that have access for disabled pupils. FSM children need to have access to these opportunities. (Link to PP strategy) PP funding allocated to enable financial support to ensure fair access.

To achieve this objective we plan to:

Allocate proportion of PP budget to fund coach, residential and food costs. A high percentage of FSM children access the opportunities on offer.

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following;

Equality objective 5:

Ensure we maintain a professional workforce and to ensure equal opportunities to recruit.

Why we have chosen this objective:

We want all staff to feel valued and be able to realise their full potential. We recognise that it is important to have a workforce that represents the society we serve and want to continue to encourage a diverse workforce.

To achieve this objective we plan to:

Awsworth currently has a better than average split of gender across its workforce compared to other primary schools. We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct a survey of existing staff to collect additional diversity data. During our next recruitment campaign, we will closely monitor each stage of the process. A more diversely represented workforce.



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Monitoring arrangements

The governing board will update the equality information we publish, at least every year.
 This document will be reviewed by governing board least every 4 years.
 This document will be approved by governing and headteacher.

Action Plan: 2019 – 2023

Outcome	Disability Equality Duty	Action	When	Who	Measure
All staff with disabilities identified and improvements made as appropriate.	Promoting equality of opportunity.	Recruitment and retention Adjustments made as appropriate.	Autumn 2019 Onward	Head Teacher	Feedback from staff
All parents and carers have access to school events.	Promoting equality of opportunity.	All staff made aware of access and reasonable adjustments when organising events. Statement on all invitations asking parents /carers to inform the school of any access needs.	Autumn 2019 Onward	Head Teacher Office Manager	Feedback from parents / carers Responses from invitations Attendance at school events
All venues chosen for school visits, including residential, accessible	Promoting equality of opportunity.	All staff made aware of access needs and reasonable adjustments made when	Staff discussion/Planning for events.	Head Teacher PE Lead SLT	Attendance on visits, including residential.



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to disabled pupils, staff and parents / carers taking part.		organising venues.			
All staff applying principles and best practice identified within the DES consistently throughout the school.	Eliminating discrimination.	All staff aware of DES.	On-going	Head Teacher	Feedback from staff.
All policies take account and raise awareness of the need to eliminate disability discrimination.	Eliminating discrimination.	As policies come up for review, particular scrutiny for disability discrimination to be taken into consideration.	On-going	Governing Body	Feedback from governors.
Disability related harassment awareness raised and issues minimised.	Eliminating harassment.	Discuss with staff. Discuss with pupils via SEAL, Nurture Groups and assemblies.	On-going	Deputy Head Teacher	Feedback from pupils and parents / carers.
All members of the school community have positive attitudes to disability.	Promoting positive attitudes.	Take part in Disability Awareness Events eg. National Deaf Awareness Week.	As opportunities arise but at least annually.	Teaching Assistant	Feedback from pupils and staff.
All disabled pupils to have maximum access to the curriculum.	Promoting positive attitudes.	Consultation with outreach support. Discussions with staff and parents/carers to ensure maximum opportunities for participation.	On-going On-going	SENCo Head Teacher / SENCo	Feedback from pupils and parents / carers.



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<p>All disabled members of the school community encouraged to participate in public life.</p>	<p>Encouraging participation in public life.</p>	<p>Appoint a disabled pupil onto the School Council. Encourage a representative group of disabled pupils and adults to review the DES.</p>	<p>On-going</p>	<p>Deputy Head Teacher Head Teacher</p>	<p>Feedback from pupils. Feedback from the school community.</p>
<p>All disabled people's needs are met as fully as possible.</p>	<p>Taking steps to meet disabled people's needs, even if this requires more favourable treatment.</p>	<p>Identify and organise any additional coaching or training for pupils or staff eg. further training in IT skills. Identify and organise any additional facilities for disabled pupils at breaks and lunchtimes. Interview all disabled applicants who meet the minimum requirements for a job.</p>	<p>On-going On-going</p>	<p>SENCo Head Teacher</p>	<p>Feedback from pupils and staff. Feedback from MDSAs and pupils. Feedback from governors.</p>