



**School Equalities Information and Equality Objectives  
December 2017**

Withinfields Primary School has used the following process to assist in identifying some of the barriers to our pupils in accessing education provision.

**Stage 1: Understanding Our School Community – Pupils**

- How many children are on roll at the school?

377 pupils

Using the SIMs data the following information was available:

| Ethnic Categories           |     |                              |   |                            |   |                            |   |
|-----------------------------|-----|------------------------------|---|----------------------------|---|----------------------------|---|
| White British               | 362 | White & Black Caribbean      |   | Indian                     |   | Any Other Black Background |   |
| Irish                       |     | White & Asian                | 1 | Pakistani                  | 4 | Refugee                    |   |
| Any other white background  | 7   | White & Black African        |   | Bangladeshi                |   | Asylum Seeker              |   |
| Traveller of Irish Heritage |     | Any Other Mixed Background   |   | Any other Asian background |   | Any Other Ethnic Group     | 3 |
| Gypsy/Roma                  |     | Chinese                      |   | Black Caribbean            |   | Information Refused        |   |
| White European              |     | Any other Chinese background |   | Black African              |   | Information Not Obtained   |   |



| SEN/Disability Categories                 |  |  |   |  |   |
|---|--|--|---|--|---|
| Not Collected                             |  |  | Speech, Language and Communication Need |  | Other difficulties/disability                 |
| No SEN/disability                         |  |  | Autistic Spectrum Disorder              |  | Social, Emotional or Mental Health difficulty |
| Specific Learning Difficulty              |  |  | Visual Impairment                       |  |   |
| Moderate Learning Difficulty              |  |  | Hearing Impairment                      |  |   |
| Severe Learning Difficulty                |  |  | Multi-Sensory Impairment                |  |   |
| Profound and Multiple Learning Difficulty |  |  | Physical Disability                     |  |   |

| Special Educational Needs (SEN)       | Percentage (%) | Actual No. |
|---------------------------------------|----------------|------------|
| No Specified Special Educational Need |                |            |
| SEN Support                           |                |            |
| Education, Health, Care Plan          |                |            |
| Statement of SEN                      |                |            |

| Gender       |              |            |  |
|--------------|--------------|------------|--|
| <b>Girls</b> | <b>49.3%</b> | <b>186</b> |  |
| <b>Boys</b>  | <b>50.7%</b> | <b>191</b> |  |

| Religion & Belief |            |                   |          |                |            |  |  |
|-------------------|------------|-------------------|----------|----------------|------------|--|--|
| <b>Anglican</b>   |            | Church of England |          | Sikh           |            |  |  |
| <b>Baptist</b>    |            | Hindu             |          | No Religion    | <b>183</b> |  |  |
| <b>Buddhist</b>   |            | Jewish            |          | Other Religion | <b>13</b>  |  |  |
| <b>Catholic</b>   |            | Methodist         |          | Unknown        | <b>38</b>  |  |  |
| <b>Christian</b>  | <b>137</b> | Muslim            | <b>6</b> |                |            |  |  |



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**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) as the question had never been asked.

**Stage 2: Understanding the Information Gathered**

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
- Exclusions
- Prejudice related incidents

**Admissions**

Having viewed recent information about the local community it appears that the school has similar diversity as that of its local community. The local demographics show similar proportions of children from the range of ethnicities in our school when compared to people living in the Southowram area. The information collected regarding religion also compares similarly with information relating to the Southowram area.

Our children come from predominantly White British families with either Christian beliefs or no religion, we therefore recognise the need to ensure that they have the opportunity to learn with and appreciate people from other cultures and beliefs. This will be through RE, PSHE, the thematic curriculum and through enrichment opportunities.

**Equality Objective:** Develop opportunities to better engage with all communities in Calderdale to develop stronger cultural awareness.



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### **Attainment**

Our statutory data at the end of 2016-2017 showed some differences between boys and girls as follows:

- At end of EYFS, girls outperformed boys in terms of Good Level of Development
- In Phonics in Y1 and Y2, there is little difference between girls and boys performance.
- At end of KS1, boys outperform girls in all aspects which is against the National trend
- At end of KS2, boys make less progress than girls in reading, but make better progress than girls in Writing and Maths. The SEN support group made weaker progress than both the non-SEND group and the EHC group.

The data linked to ethnicity is difficult to publicise due to the small numbers of pupils in these cohorts and therefore the confidentiality for these pupils.

**Equality Objective:** To identify under achieving individuals and ensure that intervention and Quality First Teaching is catering for their needs. To ensure that Maths lessons in KS2 engage girls positively and promote Maths as a life skill to girls and texts chosen for Literacy engage boys in reading KS2.

### **Attendance**

Attendance in 2016 showed that there is a small difference between the average attendance of girls and boys with boys attendance being stronger. Some Ethnic groups have lower attendance than national average. However these groups have very small numbers of children and therefore can be skewed by individual children. Children within SEN support group have lower attendance (93%) than the children without SEN (96%). However, the children with EHC plan have strong attendance (98%).

We will review our attendance systems and promote positive attendance and punctuality through newsletters and other information sent to specific parents when the need arises to improve attendance. We will establish morning groups to aim to improve attendance for specific groups. In SEN meetings, attendance will be discussed with parents/carers if necessary to aim to maintain high attendance for this vulnerable group.

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



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## **Exclusions**

We have identified that although we have low numbers of exclusions, high proportions of the children involved have Special Educational Needs.

Our behaviour systems include individualised behaviour plans to cater for children with Social, Emotional and Mental Health difficulties and are continually reviewed to ensure that a range of strategies are implemented for the children at risk of exclusion. We will also endeavour to work with other agencies e.g. CAMHS, CTS, Family Support, Family Intervention, Virtual School and Educational Psychology.

Staff receive training from a Specialist to further develop their skills and understanding of children with Special Educational Needs relating to Social, Emotional and Mental Health difficulties.

We also employ a Pastoral Support Officer to support these children and their families in ensuring a holistic approach to meeting their needs.

**Equality Objective:** To implement a wider range of strategies to cater for SEN children with Social, Emotional and Mental Health difficulties in order to avoid exclusion where possible

## **Prejudice Related Incidents**

Prejudice related incidents are rare at Withinfields. However, there are occasional uses of inappropriate disability related language and homophobic language although the children haven't always understood the nature of their comments as prejudiced. It is therefore clear that children need to be taught about and have their awareness of sexual orientation improved. This will take place through the review of the Sex and Relationships Policy and scheme of work. Inappropriate language relating to sexuality and disability needs to be taught through Anti-bullying week and other curricular opportunities.

Logs of these incidents have been improved through the use of CPOMS.

**Equality Objective:** Raise awareness of sexual orientation and people with a disability and promote positive attitudes towards a range of lifestyles and lessen the chances of inappropriate language being used in school and online when out of school.