



**COUNTESS GYTHA**  
PRIMARY SCHOOL &  
FOUNDATION UNIT

# **EQUALITY OBJECTIVES**

**Updated October 2018**

**Next Review Date – October 2019**

## INTRODUCTION

This document provides information on Countess Gytha Primary School context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

## SCHOOL CONTEXT – PUPIL

This section provides information on the composition of the pupil population at Countess Gytha Primary School with respect to the 'protected characteristics' outlined in the Equality Act. The Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

### GENDER (%)

- Male – 53%
- Female – 47%

### SPECIAL EDUCATIONAL OR MEDICAL NEEDS AND DISABILITY

- Pupils with a Statement of SEN or EHCP: 1

### ETHNICITY AND RACE

	<b>Total</b>
White British	95%
Any Other White Background	2%
Any Other Mixed Background	3%

### RELIGION AND BELIEF

	<b>Total</b>
Christian	44%
No Religion	55%
Other	1%
Refused	0%

## ADDITIONAL GROUPS

We look at how we help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

<b>Pupils with English as an Additional Language</b>		
	<b>Total</b>	<b>% of school population</b>
English as an Additional Language	0	0%
<b>Pupils from low-income backgrounds</b>		
Number of pupils eligible for Pupil Premium	38	25%
Number of pupils receiving the 16-19 Bursary (Post-16)	N/A	N/A
<b>Number of Looked After Children: 1</b>		

## OUR EQUALITY OBJECTIVES

### Progress and achievement is our central concern and is a major equality issue

Our primary concern is that all individuals, irrespective of their background, make outstanding academic progress in order that they can secure good qualifications and have the choice to go to university or pursue a career of their choice. Without this progress they will not have the equality of opportunity to choose university or a particular career.

Given this, we have a great deal of strategies to address this, some of which are detailed below:

- Enrichment classes for all pupils who have fallen behind in either Maths, English or Science.
- Track and assess progress at least termly and take appropriate action where progress is not sufficient.
- Reading classes every morning for every pupil to boost literacy and engender a love of reading.

- Plan using the end point as our starting point. In other words, we think about the skills and knowledge our pupils will need at GCSE and A level and start planning towards this.
- Planned interventions for pupils who are making insufficient progress or who are failing to meet the required standards.
- Provide interventions for pupils who are facing difficulties at home or are struggling with their behaviour.

### **Exemplary standards of behaviour are a central equality issue**

Whilst teaching and learning is our primary concern, we also have to ensure that behaviour is exemplary in all lessons in order that everyone's equal opportunity to learn and make progress is not hampered. No child can be allowed to behave in a way that prevents others from learning. Without this expectation being made clear and realised there can be no equality of opportunity for all to learn.

However, we are also keen to ensure that no group is discriminated through disproportionate and unfair sanctions or rewards. Therefore, there will need to be close analysis of rewards and sanction, including exclusion figures. As an academy we are determined that no groups or individual pupil is discriminated against or treated unfairly through harsh treatment or lack of reward.

Therefore, we have two challenges: maintain excellent standards of behaviour whilst supporting all children in making appropriate decisions about how to behave, whilst being scrupulously fair and just in dealing with all children. The answer is to put support mechanisms and systems in place to encourage good behaviours and prevent bad ones. This of course, is true for all pupils.

Some of our strategies are as follows:

- A clear and consistently applied behaviour policy which focusses on acknowledging the right behaviours
- A house system which encourages competition, participation, pride and belonging.
- An analysis of all sanctions and rewards data by individual pupil, discrete group, teacher, department, achievement level.