



# Barton Clough Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

## EQUALITY INFORMATION AND OBJECTIVES

Date	Review Date	Coordinator	Nominated Governor
Sep 2023	Sep 2024	Jonny Foster-Carr	David Watson

### Our Vision

To be a proud, diverse, inclusive community.

### Our Values

We wish for all children to leave Barton Clough Primary school, being able to be **BRAVE** in the face of adversity and challenges; to be **DETERMINED** to set themselves goals and keep striving to reach them in order to achieve their potential; to be **POSITIVE** in their interactions with others and have the ability to have a positive mindset when facing difficulties; to **THRIVE** in whichever path they choose for themselves.

### School Description

We are a one form entry primary school with children ranging from 4-11 years old, we have 173 children on role. Our SIMS data indicates that the majority of our families are White British ethnicity 44 %

Barton Clough's Pupil Premium is 26% however it is believed that due to UFSM this figure does not accurately represent the number of eligible families. The pupils come from across the region not just from within our catchment area, particularly the pupils in the SSC. The school has a higher-than-average percentage of SEN pupils – 31.3% with 14.7% having an EHC and a several more pupils have one in process.

The following information is based on data in SIMS.

### Understanding Our School Community – Pupils (September 2023)

Ethnic Categories					
White British	76	White & Black Caribbean	10	Indian	13
White Irish	0	White & Asian	5	Pakistani	29
White and any other background	1	White & Black African	2	Bangladeshi	0
Black African	4	Black Caribbean	4	Any other Asian background	4
				Information not obtained	16
				Any other black background	0
				Any other mixed background	2
				Chinese	0
				Any other ethnic background	16
				Information refused	0

Disability Categories (ongoing)			
Autistic Spectrum	5	Physical Disability	2
Hearing Impairment	0	Profound and Multiple Learning Difficulty	0
Moderate Learning Difficulty	3	Severe Learning Difficulty	0
Multi-Sensory Impairment	0	Social, Emotional and Mental Health	7
No Specialist Assessment	0	Specific Language or Communication Need	1
Other Difficulty/Disability	1	Visual Impairment	0
No Disability		Specific Learning Disability	7

Special Educational Needs (SEN)	% Percentage	Number	Gender
No Specified SEN	68.9%	120	Girls 75
School Support	16.4%	28	Boys 98
EHCP	14.7%	25	

Religion and Belief	
Christian - 45	Buddhist 0
Hindu - 3	No Religion - 47
Muslim - 61	Other Religion 17
Not Yet Obtained 0	Refused 0

**Gender Reassignment:** School does not have any information on whether any of the children on roll had reassigned their identity. We are currently seeking advice from a national specialist regarding this.

**Sexual Identity:** School does not have information on whether any of the pupils on roll identified as Lesbian, Bi-sexual, Transgender, Questioning, Intersex or Asexual/ Allied (LGBTQIA) as the question had never been asked. We are once again seeking guidance from a national specialist on how and when to ask this question and how to use the data sensitivity when collected.

In line with the Equality Act of 2010 and the creation of the public sector anti-discrimination duty, Barton Clough Primary School has set Equality Objectives for the school to work towards.

In setting the following objectives school have considered how they can effectively develop staff and children's awareness of the nine protected characteristics.

- Race
- Religion or belief
- Gender

- Disability
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Marriage and civil partnership

<b>Objective:</b> To ensure that all staff are aware of the diversity within their classes and links across whole-school in relation to the above characteristics.	
<b>Why:</b>	School data shows that despite there being 12 different disclosed nationalities and 5 disclosed religions within our community, many of these are underrepresented.
<b>How:</b>	Ensure the data we have is communicated during transition meetings. That links between school and parents and carers ensure our records of nationalities and religions are accurate. That the whole school environment reflects and celebrates the wide variety of nationalities and religions.
<b>Outcome:</b>	Staff knowledge of all groups within their classes. School environment to reflect learning support for children with potential barriers. Creating opportunities for links between classes for cultural celebration. Pupils feel welcomed and valued in the school environment.
<b>Summary of progress:</b>	
<b>Target status</b>	
<b>Review Summer 2</b>	

<b>Objective:</b> To promote awareness and understanding of different cultures and communities within school.	
<b>Why:</b>	The number of pupils from groups other than White British are increasing in Trafford and within our school.
<b>How:</b>	Multicultural celebration events such as Culture Day, Black History Month, LGBTQ+ History Month Calendar of events to document annual cultural celebrations which are reflected in classroom learning/assemblies. Begin process to become Rainbow Badge School.
<b>Outcome:</b>	Children to have a greater level of awareness and to exhibit a higher level of tolerance and understanding for different cultures and communities.
<b>Summary of progress:</b>	
<b>Target status:</b>	
<b>Review Summer 2</b>	

<b>Objective:</b> Increase the variety of reading materials across school so that it reflects the diversity of our school community.	
<b>Why:</b>	To ensure that children are exposed to authors, text types and plots that are culturally diverse, celebrating the full range of protected characteristics.
<b>How:</b>	Continue to embed No Outsiders, ensuring texts are used in classes. Implement the use of the range of diverse texts supporting the new Writing scheme, Pathways to Write.
<b>Outcome:</b>	For children to have a greater understanding of a variety of people from different backgrounds. Children's writing will show diversity.

<b>Summary of progress:</b>	
<b>Target status:</b>	
<b>Review Summer 2</b>	

<b>Head of School:</b>	Jonny Foster-Carr	<b>Date:</b>	4 <sup>th</sup> October 2023
<b>Chair of Governing Body:</b>	David Watson	<b>Date:</b>	4 <sup>th</sup> October 2023