



Barton Clough Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

EQUALITY INFORMATION AND OBJECTIVES

Date	Review Date	Coordinator	Nominated Governor
May 2021	May 2022	Simon Beswick	

Our Vision

To be a truly inspirational, world-class, learning organisation.

Our mission

To instill a love of learning in all; to build self-belief, lifelong passions and the confidence to meet life's challenges head-on.

Our Value Statements

We are kind and take great care in all we do and say.

We love to learn, value mistakes and give our very best, each and every new day.

We respect our environment, community and seek to make a positive impact upon our world.

We believe in equality, stand strong against all forms of discrimination and celebrate the uniqueness within our human race.

School Description

We are a one form entry primary school with children ranging from 4-11 years old, we have 176 children on role.

Our SIMS data indicates that the majority of our families are White British ethnicity 60 %

Barton Clough's Pupil Premium is -23% however it is acknowledged 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. The school has a higher than average percentage of SEN pupils -26% with 12.5% having an EHC and a number are awaiting one

The following information is based on data in SIMS:

Understanding Our School Community – Pupils (January 2021)

Ethnic Categories							
White British	84	White & Black Caribbean	5	Indian	8	Any other black background	
White Irish	0	White & Asian	5	Pakistani	34	Any other mixed background	2
White and any other background	1	White & Black African	2	Bangladeshi	1	Chinese	0
Black African	4	Black Caribbean	2	Any other Asian background	4	Any other ethnic background	16
				Information not obtained	7	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	Actual Number	Gender
No Specified SEN	74%	129	Girls 77
School Support	13%	23	Boys 98
EHCP	13%	23	

Religion and Belief

Christian - 41	Buddhist	0
Hindu - 2	No Religion -	62
Muslim -57	Other Religion	13
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, Lime Tree 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

Objective: To ensure that all staff are aware of the diversity within their classes and links across whole-school in relation to the above characteristics.

Why:	School data shows that despite there being 14 different disclosed nationalities and 5 religions within our community, many of these are unknown and therefore underrepresented.
How:	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.

Outcome:	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.
Summary of progress:	Staff training attended at Acre Hall conducted by One Education. Records updated of languages spoken by children at home. Children are encouraged to share their experiences with other classes to enhance the teaching of specific religions.
Target status	Active and on-going
Review Summer 2	

Objective: To promote awareness and understanding of different cultures and communities within school.	
Why:	The number of pupils from groups other than White British are increasing in Trafford and within our school.
How:	Multicultural celebration events such as Culture Week Calendar of events to document annual cultural celebrations which are reflected in classroom learning.
Outcome:	Children to have a greater level of awareness and to exhibit a higher level of tolerance and understanding for different cultures and communities.
Summary of progress:	Celebration festivals in all classes such as Diwali, Autumn Festival and Chinese New Year. Staff email updates when cultural celebrations are taking place.
Target status:	Active and on-going
Review Summer 2	

Objective: Increase the variety of reading materials across school so that it reflects the diversity of our school community.	
Why:	To ensure that children are exposed to authors, text types and plots that are culturally diverse. Texts currently favoured by classes do not explore the protected characteristics.
How:	National specialist to begin whole-school training on a No Outsiders curriculum. Reading cloud order of more specific literature.
Outcome:	For children to have a greater understanding of a variety of authors from different backgrounds. For writing evidence to exemplify diversity. Reading Cloud data to represent
Summary of progress:	Andrew Moffat suggested books in school A range of books have been purchased and placed in the library for all children and staff to access. Books are at a variety of reading levels on Accelerated Reader.
Target status:	Active and on-going
Review Summer 2	

Head of School:	Simon Beswick	Date:	19 th May 2021
Chair of Governing Body:	Sue Smith	Date:	19 th May 2021