

PORCHESTER JUNIOR SCHOOL Equality Information and Objectives 2024-25



Understanding Our School Community – Pupils

175 Pupils on roll

Ethnic Categories								
White British	134	White and Black Caribbean	7	Indian	3	Any Other Black Background	0	
Irish	0	White and Asian	1	Pakistani	5	Refugee	0	
Any other white background	4	White and Black African	1	Bangladeshi	1	Asylum Seeker	0	
Traveller of Irish Heritage	0	Any Other Mixed Background	10	Any other Asian background	1	Any Other Ethnic Group	1	
Gypsy/Roma	0	Chinese	2	Black Caribbean	0	Information Refused	1	
White Other	0	Any other Chinese background	0	Black African	1	Information Not Obtained	1	
Disability and Medical Categories								
Not Collected		0	Problems with Eating and Drinking		2	ADHD/ASD/Asperger's		9
No disability		136	Needs Medication		7	Problems relation to Heart		2
Other Disability Health Problem		0	Problems with Incontinence/Constipation		3	Recorded Allergies		10
Physical Disability		1	Problems with Communication		9	Other		5

Problems with Hand Function	0	Problems with Hearing	1
Problems with Personal Care	3	Problems with Vision	1

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	84.7%	148
Special Educational Need	15.3%	27
EHCP	0.00%	0

Gender	
Girls	79
Boys	96
Other	0

Religion and Belief					
Christianity	40	Sikh	3	No Religion	75
Baptist	0	Hindu	0	Other Religion	4
Buddhist	1	Jewish	0		
Muslim	9	Methodist	0	Unknown	42

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 Gender Questioning

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
- Rewards and sanctions
- School council

Equality Objectives 2024-25

We have developed the following equality objectives to foster good relations with all, advance the equality of opportunities and to eliminate discrimination against certain groups in our school community.

Equality Objective One: Through curriculum opportunities and wider school life the school will promote positive attitudes towards promotion of race equality (Protected Characteristic: Race)

Why? 77% of our pupils are White British. There is a potential risk of prejudicial incidents based upon the lack of understanding of other people's race.

How? We are going to:

- Continue the review of the Porchester Curriculum to ensure that it is outward-facing and research led at its core.
- Continue to ensure that our curriculum principles remain at the heart of our children's learning. Our curriculum is built around the KORE framework: Knowledge, Opportunities, Reading, and Equality and Equity. Through Knowledge and Equality and Equity, we provide our children with the understanding and awareness needed to appreciate diversity and actively promote racial equality.
- Ensure our curriculum's concept on diversity fosters children's understanding of various cultures and encourages positive attitudes towards racial equality.
- Through regular monitoring, establish that the planned SMSC/BV ½ termly texts in each year group are having the impact of challenging stereotypes, discrimination and prejudice; promoting equality of opportunity and diversity, respect and tolerance.
- Monitor that whole school assembly planning allows for an awareness of racial diversity
- Continue to purchase texts that deal with racial diversity to add to the already well-established bank of books
- Ensure that displays and published material are multi-racial
- Monitor that British Values is a golden thread through subjects across the curriculum as indicated on the long-term plan and that BV links are made in assemblies
- Ensure that incidents that arise are dealt with proactively and discussed as part of the weekly staff meeting (Safeguarding is a weekly agenda item)

- Use any incidents that arise as learning opportunities for both staff and children
- Continue to have a zero tolerance approach to incidents related to the use of inappropriate language related to race and ethnic equality
- Monitor that the PSHE Programme of study is delivered regularly across school
- Continue to add to the staff 'script' of standard responses to inappropriate comments made by children and/or parents regarding race
- Monitor that teachers are allowing the class to watch Newsround regularly in order to tackle challenging subject matter in an age-appropriate way

Outcome:

- **The children will display positive attitudes towards the promotion of race equality**
- **No incidents of the inappropriate use of language to related to race equality**
- **The children will display positive attitudes towards people of different race**
- **Through knowledge will come understanding & the range of races & cultures will be seen as an opportunity to celebrate diversity**
- **The children will display, through their curriculum work, a sound understanding of racial diversity**
- **Children's awareness & tolerance will grow through being well-informed**

Equality Objective Two: Understanding and appreciation of others' religious beliefs (Protected Characteristic: Religion)

Why? The overwhelming majority of pupils at Porchester Junior School are of the same (Christian) religion or of no religion. There is a potential risk of prejudicial incidents based upon the lack of understanding of other people's faiths.

How? We are going to:

- Continue the review of the Porchester Curriculum to ensure that it is outward-facing at its core.
- Through monitoring, ensure that the R.E curriculum focuses on a deeper understanding and acceptance of varying faiths in every year group.
- Continue to ensure that our curriculum principles remain at the heart of our children's learning. Our curriculum is built around the KORE framework: Knowledge, Opportunities, Reading, and Equality and Equity. Through Knowledge and Equality and Equity, we provide our children with the understanding and awareness needed to appreciate diversity and actively promote equality towards all religions.
- Ensure our curriculum's concept on diversity fosters children's understanding of various cultures and encourages positive attitudes towards all religions
- Monitor that whole school assembly planning allows for a greater awareness of religious diversity, including a range of faith visitors.
- Continue to purchase texts that deal with religious diversity to add to the already well-established bank of books.
- Monitor that British Values is a golden thread through subjects across the curriculum and that British Values links are made in assemblies.
- Ensure that incidents that arise are dealt with proactively and discussed as part of the weekly staff meeting and briefing.
- Use any incidents that arise as learning opportunities for both staff and children.
- Continue to have a zero tolerance approach to incidents related to the use of inappropriate language related to religious beliefs.
- Monitor that the RE and PSHE Programme is delivered regularly across school.

- Plan visits to places of worship feature in our annual events across school (subsidised by fund-raising)
- Challenge staff not to avoid difficult issues that arise in the media.

Outcome

- The children will display positive attitudes towards people of different religions and faiths
- Through knowledge will come understanding & the range of religions and faiths will be seen as an opportunity to celebrate diversity
- The children will display, through their curriculum work, a sound understanding of other religions and faiths
- Children's awareness & tolerance will grow through being well-informed