

Brooklands Primary School has used the following information to support its decision in identifying some of the potential barriers in accessing their education:

**Understanding our school community - Pupils**

**Number of children in the school – 370 children**

**What information is collected on pupils by protected characteristics?**

**Using ScholarPack data, the following information was available:**

Ethnic Categories											
<b>Hong Kong Chinese</b>	0	White British	295	Other Mixed Background	4	Turkish	0	White and Black Caribbean	17	White Eastern European	6
<b>Refused</b>	0	White English	9	Portuguese	0	Asian and Chinese	3	White and Asian	7	Any Other White Background	12
<b>White Other</b>	5	Any Other Black Background		Sri Lankan Tamil	0	Arab Other	0	Indian	0	Latin/South/Central American	0
<b>White European</b>	11	Black African	0	Chinese	0	Black Nigerian	4	Sri Lankan Other	4		

Religion and Belief					
<b>Anglican</b>	0	Church of England	0	Sikh	0
<b>Baptist</b>	0	Hindu	4	No Religion	247
<b>Buddhist</b>	1	Jewish	0	Other Religion	5
<b>Catholic</b>	0	Methodist	0	Unknown	0
<b>Christian</b>	68	Muslim	10	Jehovah's Witness	0

**Brooklands Primary School**  
**Equality Data and Objectives 2023 - 2025**

Special Educational Needs		
No Special Educational Need	<b>84.1%</b>	<b>311</b>
SEN Provision – SEN Support	<b>15.7%</b>	<b>58</b>
EHCP	<b>0.3%</b>	<b>1</b>
Total Number of Children with SEN	<b>16%</b>	<b>59</b>

Gender	
Boys	<b>182</b>
Girls	<b>188</b>

**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. The school agreed to seek further support and guidance on how and when to monitor.

**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. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively when collected.

**Equality Objective One: To promote positive attitude towards the promotion of racial equality**

**Protected characteristic: *Race***

**Why?**

- 90% of our children within our cohort are white British
- To promote community cohesion and understanding across our community

**How?**

- Share positive messages through whole school assemblies, class assemblies, PSHE and RE work giving the children time to discuss and explore a range of cultures, religions and differences
- Ensure teaching resources (particularly books throughout school) reflect diversity in terms of race and culture
- Continue to celebrate respect for and understanding of diversity in all forms through whole school events, trips, visitors and assemblies
- Ensure that the values underpinning the school's ethos are actively promoted by all the staff, governors, volunteers and visitors
- Challenge parents where there is evidence of a lack of respect for diversity and where messages given at home are deemed to be incommensurate with the school and British Values
- Continue to ensure school has a range of texts that deal with racial diversity
- Continue to have a zero-tolerance approach to bullying incidents and incidents related to the use of inappropriate language related to race or ethnicity
- Continue to promote and encourage acts of kindness
- Ensure that displays in the classrooms and corridors promote diversity in terms of race, gender, ethnicity, sexual orientation, religion and disability

**Outcomes:**

- The children display an understanding and positive attitude towards the promotion of race equality
- The school's ethos, curriculum and environment clearly reflects our commitment to equality and provides clear evidence and focus on this
- Children's awareness and tolerance will grow through being well-informed
- The children will display positive attitudes towards people of different races

## **Equality Objective Two: Understanding and appreciation of others' religious beliefs**

### ***Protected Characteristic: Religion and belief***

#### **Why?**

- The overwhelming majority of pupils at Brooklands Primary School are of the same (CofE) religion or of no religion.
- Ensure that pupils recognise and understand the varying religious beliefs in the local area and beyond.
- To promote an understanding of other people's faiths

#### **How?**

We are going to:

- Weekly Whole school Assembly – discuss current news issues, challenging appropriate language and meaning and answer any questions.
- Assemblies linked to specific British Values.
- Link to School/British Values - a thread through subjects across the curriculum.
- Whole school British Value, Diversity and SMSC display.
- Continue to have a zero-tolerance approach to incidents related to the use of inappropriate language related to race and ethnic equality.
- Continue to ensure the RE curriculum focuses on a deeper understanding and acceptance of varying faiths
- Ensure the RE curriculum allows for a greater awareness of religious diversity
- To add to the diversity of text throughout school that link to religious diversity
- Academy Trust Specialist Leaders in Education with expertise in multi-faith education will visit the school on a regular basis to review policies and practice and hold the school to account.

#### **Outcome**

- The children will display positive attitudes towards people of different religions and faiths.
- Children's awareness and tolerance will grow through being well-informed
- The children will display, through their curriculum work, a sound understanding of other religions and faiths.

Through knowledge, will come understanding and the range of religions and faiths will be seen as an opportunity to celebrate diversity