



Burbage Junior School

Equality Objectives Report

For the academic year 2023-2024

Report Date: Autumn 2024

Review Date: Autumn 2025

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Introduction



We are committed to fulfilling the legal duties under the Public Sector Equality Duty (PSED) which was introduced by the Equality Act 2010 and extends to nine protected characteristics: race, disability, sex, age, religion, belief, sexual orientation, pregnancy and maternity, marriage and civil partnership, and gender reassignment. As a school community we are committed to upholding these duties in order to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups;
- Foster good relations between different groups.

Burbage Junior School will publish a report each year outlining compliance with the Equality Act 2010.

The data in this report is taken from the Summer 2024 Census.

Equality Information – Pupils

1. Purpose

Burbage Junior School is a school in Leicestershire for ages 7 to 11 years and in 2022-23 there were 363 pupils on roll (Above average). The school deprivation indicator is lower than the National IDAC score. KS2 attainment is above national for reading, writing and maths.

2. Free School Meals

13.2% of pupils are known to be eligible for Free School Meals. The progress and achievement of students on Free School Meals is typically average. The school has a fund to provide financial support for families such as trips, an after-school club, breakfast club and music lessons.

3. Pupil Premium

13.9% of pupils were known to be eligible for Pupil Premium which is below average nationally.

4. Age

To be read in conjunction with the Equality and Diversity Policy (reviewed every four years).

Burbage Junior School has capacity for 376 pupils. We have three classes in each year group; Year 3, 4, 5 and 6.

5. Ethnicity

Burbage Junior School welcomes and celebrates having pupils from all cultures and ethnicities and has a number of pupils from minority ethnic groups. Some of our pupils have refugee status and come from countries such as Ukraine.

In 2023-24 our data was:

- Groups with 5% or more:
 - 93.1% White
 - 11% BME

6. Gender

There are 2% more girls than boys across the school, with the following gender breakdown:

- Number of pupils on roll: 363
 - Number of boys: 178
 - Number of girls: 185

7. Disability

Teachers, supported by the SENCo produce a 'Provision Map' for each pupil with SEND. The SENCo monitors the provision, attainment and progress of these pupils. Class teachers keep records detailing progress towards IEP targets.

	Number of Pupils	Percentage of Number on Roll
No Special Educational Need	288	79.1%
SEND Support (<i>not inc. EHCP's</i>)	64	17.9%
EHCP	11	3%
Total SEND Support	75	20.7%

There is an accessible disabled toilet available in both the main building and in the double mobile classroom. We have ramp access to both buildings.

8. Sexual orientation and gender identity or reassignment

The school does not collect information on the sexual orientation of our pupils. Were it to be communicated to the school regarding a pupil, it would be recorded in the child's file and confidentially maintained. No data is collected by the school about gender reassignment.

To be read in conjunction with the Equality and Diversity Policy (reviewed every four years).

9. Religion and belief

We do not formally collect data on religion and beliefs. As members of a multi-cultural, multi-faith society, we value and respect all religions and beliefs.

10. Marriage and civil partnership

No data is collected or held by the school about parents'/carers' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by a parent/carer.

11. Attendance

Pupils' attendance is above the national average. It is monitored on a regular basis and analysed in order to target parents/carers who need support in improving their child's attendance. Overall absence was 4.9%. Persistent absence was 3.9%.

12. Exclusions and incidents

There were no permanent exclusions at Burbage Junior School in 2023-2024.

The school records and acts upon all incidents which contravene its Equality Policy.

13. Attainment

At Burbage Junior School the vast majority of pupils perform in line with national averages. There were no significantly underachieving ethnic groups.

We have high academic expectations of all students and deliver a curriculum that is broad, balanced and rich.

14. Equality objectives in 2025-26 – Pupils (*from our Equality & Diversity Policy*)

- Narrow the attainment gap between pupil premium and non-pupil premium and increase attainment in writing;
- Focus on oracy/language development;
- Develop further our inclusivity so that all pupils feel they belong;
- Develop the curriculum across Burbage Infants and Burbage Junior Schools to include a progressive approach to cater for all pupils;
- Monitor and support attendance of all groups of children in school;
- Raise levels of attainment in core subjects for vulnerable learners;
- Develop our provision for children with Social, Emotional and Mental Health Needs;
- Develop the curriculum across Burbage Infants and Burbage Junior Schools to include a progressive approach to prepare our children for life in a multi-cultural society.

Equality Information – Staff

1. Ethnicity

The distribution of ethnicities at Burbage Junior School is broadly the same for all groups of staff irrespective of pay. There is some diversity of ethnicities which is consistent for support staff and teaching staff.

2. Sex

At Burbage Junior School there is a male to female ratio of 7 to 43 (7 males and 43 females). Staff are paid in relation to job specification, number of day's employment and level of responsibility regardless of gender and ethnicity.

3. Disability

In 2023-24 there were no members of staff who had a disability.

4. Sexual orientation and gender reassignment

In general, no data is collected or held by the school about sexual orientation or gender reassignment in the staff population.

5. Religion

The staff includes members of a range of religions and beliefs (including no religion or belief). The school does not routinely collect or hold this information, unless specifically requested by a member of staff. The school's Leave of Absence Policy allows time off for major religious observance days for all faiths.

6. Marriage and civil partnership

No data is collected or held by the school about the marital status of members of staff, apart from titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.

7. Pregnancy, maternity and paternity

The school operates the council's policies for maternity leave, paternity leave and flexible working (reduced hours). All pregnant staff have a meeting to assess their individual needs and steps are taken to ensure that these are met.

There was 1 person on maternity leave in 2023-24.

There were no paternity leaves taken in 2023-24.

To be read in conjunction with the Equality and Diversity Policy (reviewed every four years).

8. Training opportunities

All of our staff have access to training opportunities.

9. Equality objectives 2025-26 – Staff (from our Equality & Diversity Policy)

- Maintain high standards and expectations of oracy/language and inclusive behaviour of all adults in the school, including visitors, in line with our vision and promoting 'British Values';
- Continue to ensure that all members of staff are familiar with the key implications of the 2010 Equality Act for the school context, such as familiarity with the 'protected characteristics' and how to respond confidently to reports of any discriminatory behaviour or bullying using the school reporting systems. We will do this through staff CPD and staff meetings;
- Provide support and training so that all staff feel comfortable in teaching about, and tackling all forms of discrimination, including those with protected characteristics (see Introduction on page 1), whether in the PSHE and RSE curricula, as well as in their subject areas;
- Further develop our inclusivity so that all staff feel they belong.