



We seek for all of our pupils:

- ⦿ High Achievement
- ⦿ Outstanding Behaviour
- ⦿ Aspirations and resilience
- ⦿ Development into mature and responsible citizens - around school, in the local community and as global citizens

WELCOME TO SHAVINGTON ACADEMY

Shavington Academy have used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school? 866 Pupils in Total
- **What information on pupils is collected by protected characteristics?**

Shavington Academy's Equalities Information and Objectives

Using the SIMs data the following information was available:

Ethnic Categories							
White British	795	White & Black Caribbean	11	Indian	2	Any Other Black Background	1
Irish		White & Asian	6	Pakistani		Refugee	
Any other white background	21	White & Black African	4	Bangladeshi	3	Asylum Seeker	
Traveller of Irish Heritage		Any Other Mixed Background	5	Any other Asian Background	3	Any Other Ethnic Group	1
Gypsy/Roma		Chinese	5	Black Caribbean		Information Refused	2
White European		Any other Chinese Background		Black African	3	Information Not Obtained	3

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Disability Categories					
Not Collected		Needs Medication		Asthma	56
No disability	676	Problems with Incontinence		Epilepsy	1
Problems with Mobility	1	Problems with Communication	1	Nut Allergy	5
Problems with Hand Function		Problems with Hearing	1	Diabetes	2
Problems with Personal Care		Problems with Vision		Other Disability / Health Problem	1
Problems with Eating and Drinking		Problems with ASD / Asperger's	1		

Disability Category Notes:

Needs Medication – covers any pupil on daily/weekly medication, not all administered by school.

Some pupils fit into multiple categories, the above figures do not equate to the number on roll at the school.

Shavington Academy's Equalities Information and Objectives

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	89.4%	774
SEN Support	7.6%	66
Statemented/EHCP	3.0%	26

Gender	
Boys	470
Girls	396

Pupils entitled to Pupil Premium	Pupils not entitled to Pupil Premium
115	751

Religion & Belief					
Anglican		Church of England	202	Sikh	2
Baptist	3	Hindu		Islam	
Buddhist	1	Jewish	1	No Religion	247
Catholic	20	Methodist	8	Other Religion	7
Christian	159	Muslim	8	Unknown	192

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 (LGBTQ+) as the question had never been asked. Some pupils have disclosed this to staff but it is up to them to decide who this information is shared with.

Stage 2: Understanding Our School Community – Pupils

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
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils

Admissions

Having viewed recent information about the local community we know that the school is less diverse than that of its national community. Nevertheless, any pupil who is subject to discrimination because of their characteristics is supported and actions are taken to address issues.

Attainment

Equality Objective: To explore and understand the issues of deprivation, so that we can use Pupil Premium funding to close the gap in attainment between those who are and are not entitled to the premium.

Why: In our school, 13.8% of the population are entitled to Pupil Premium funding. In addition to this group, there are a number of vulnerable pupils who suffer crisis in their lives whilst at school. Statistically, the attendance of pupils entitled to the premium is lower than their advantaged counterparts. Quite understandably, those pupils who experience family or personal crisis also have a lower attendance. As there is a clear correlation between attendance and achievement, it is our priority in supporting pupils to sustain excellent attendance.

How

- Individual attendance plans for pupils below 85%
- Fixed term penalties and court referrals for unauthorised attendance
- Rewards for improvements in attendance
- HQFT to support progress in lesson
- School-led tutoring to target catch-up across core subjects in KS3 and all subjects in KS4

Outcome: Increase the attendance and achievement for disadvantaged pupils so that the gap between them and other pupils at Shavington closes.

Prejudice Related Incidents

Equality Objective: Maintain tolerance of all people and enhance pupils' sense of their place in society, through a focus on tolerance and appreciation of diversity as well as British values.

Why: There is a national urgency to educating young people with regard to democracy, terrorism, diversity.

- Continue work in school to build on our ACCORD award and RE Mark Gold
- Lead and run a self- supporting LGBTQ+ group and promote tolerance through assemblies and pastoral care
- Report all racial incidents to the Governing Body and liaise with the police when appropriate
- Develop enrichment opportunities that support pupil understanding of equality, diversity and inclusion
- Providing CPDL for staff from The Proud Trust
- Engaging with the Proud Trust to develop strategies to support inclusion across the Academy

Outcome: To support pupils in rejecting radicalised views and influence; through supporting pupils who are feeling a sense of isolation due to their identity.

Additional Objectives:

Our data did not identify any areas of concern in relation to religion or belief or to age. However, we have decided to include actions in these areas as noted below:

- We maintain dialogue and mutual support with the PCSOs in the community, through invitations to Governors' meetings, and an open invitation to come into school, in order to resolve issues in the community between young people and the residents.

We will engage with our school community to ensure the objectives identified are the best ones for this Academic Year based on our data analysis. The equality objectives for Shavington Academy are contained within the school improvement plan and are monitored by the Governing Body.

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Employment

We recognise our duties under the Equality Act in respect of the staff we employ. However, as an organisation which employs less than 150 staff, we are not required to publish information.