



## EQUALITY INFORMATION AND OBJECTIVES

### Understanding Our School Community – Pupils (as at January 2021)

#### **School Description**

Our Mission Statement and the aims of our school

We believe in and strive for...

Skilled knowledgeable, independent and resilient

#### **Learners**

Creative, imaginative, structured and adaptable

#### **Thinkers**

World aware, community spirited, caring and healthy

#### **Individuals**

#### **A place where everyone loves to learn.**

Lime Tree exists, to push the boundaries, remove the barriers and challenge the ordinary, enabling learning construction that is truly accessible for all. Through research, innovation and creativity we champion education as the vehicle to ignite passions, discover talent, nurture self belief and become the very heart of our community

We are a two-form entry primary school with children ranging from 2-11 years old, we have 489 children on role. We were a single form entry school until 2011 when we gradually introduced two form entry which completed in 2016. Our SIMS data indicates that the majority of our families are White British ethnicity -63 % Lime Tree's Pupil Premium is -21% 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 -15% with 2% having an EHC and a number are awaiting one.

**The following information is based on data in SIMS:**

<b>Ethnic Categories</b>							
White British	<b>290</b>	White & Black Caribbean	<b>18</b>	Indian	<b>13</b>	Any other black background	<b>3</b>
White Irish	<b>1</b>	White & Asian	<b>18</b>	Pakistani	<b>16</b>	Any other mixed background	<b>26</b>
White and any other background	<b>19</b>	White & Black African	<b>5</b>	Bangladeshi	<b>0</b>	Chinese	<b>32</b>
Black African	<b>18</b>	Black Caribbean	<b>4</b>	Any other Asian background	<b>11</b>	Any other ethnic background	<b>13</b>
				Information not obtained	<b>1</b>	Information refused	<b>1</b>

<b>Disability Categories (ongoing)</b>			
Autistic Spectrum	<b>5</b>	Physical Disability	<b>3</b>
Hearing Impairment	<b>0</b>	Profound and Multiple Learning Difficulty	<b>0</b>
Moderate Learning Difficulty	<b>26</b>	Severe Learning Difficulty	<b>3</b>
Multi-Sensory Impairment	<b>1</b>	Social, Emotional and Mental Health	<b>43</b>
No Specialist Assessment	<b>2</b>	Specific Language or Communication Need	<b>53</b>
Other Difficulty/Disability	<b>5</b>	Visual Impairment	<b>0</b>
No Disability	<b>393</b>	Specific Learning Disability	<b>5</b>

Special Educational Needs (SEN)	% Percentage	Actual Number	Gender
No Specified SEN		<b>393</b>	Girls <b>249</b>
School Support		<b>84</b>	Boys <b>240</b>
EHCP		<b>12</b>	

Religion and Belief			
Christian	135	Buddhist	4
Hindu	7	No Religion	217
Muslim	56	Other Religion	8
Not Yet Obtained	61	Refused	1

**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

<b>Objective:</b>	To ensure that all staff are aware of the diversity within their classes and links across whole-school in relation to the above characteristics.
<b>Why:</b>	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.
<b>How:</b>	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.
<b>Outcome:</b>	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.
<b>Summary of progress:</b>	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.
<b>Target status</b>	Active and on-going
<b>Review:</b>	14.1.21 We feel we have completed the majority of this objective. Staff are aware of the languages spoken by all pupils in school. Staff and pupils are able to see the countries where families in school come from around the world and how to say hello in the 22 languages spoken clearly in displays around school. The language mentors have made links within school and in some cases communicated across pavilions on zoom until normal connections can resume, in particular helping to settle and support children in nursery and reception and new arrivals from overseas. One area to consider more in depth is the wide range of beliefs children and family have to ensure we are able to learn from and celebrate with families.

<b>Objective:</b> To promote awareness and understanding of different cultures and communities within school.	
<b>Why:</b>	The number of pupils from groups other than White British are increasing in Trafford and within our school.
<b>How:</b>	Multicultural celebration events such as Culture Week Calendar of events to document annual cultural celebrations which are reflected in classroom learning.
<b>Outcome:</b>	Children to have a greater level of awareness and to exhibit a higher level of tolerance and understanding for different cultures and communities.
<b>Summary of progress:</b>	Celebration festivals in all classes such as Diwali, Autumn Festival and Chinese New Year. Staff email updates when cultural celebrations are taking place.
<b>Target status:</b>	Active and on-going
<b>Review:</b>	14.1.21 There has been progress but this has been limited due to COVID restrictions. Staff are celebrating festivals from different cultures as they arise however due to current guidance we have been unable to have parents and visitors into school. We have been unable to hold our cultural celebration week but intend to do so as soon as restrictions allow. Children have gained some increased awareness and understanding but we expect this to be increased as restrictions ease.

<b>Objective:</b>	Increase the variety of reading materials across school so that it reflects the diversity of our school community.
<b>Why:</b>	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 characterises.
<b>How:</b>	National specialist to begin whole-school training on a No Outsiders curriculum. Reading cloud order of more specific literature.
<b>Outcome:</b>	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
<b>Summary of progress:</b>	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.
<b>Target status:</b>	Active and on-going
<b>Review:</b>	14.1.21 There has been progress as staff are increasingly using the new books purchased. Having had our parent consultation meeting on No Outsiders we will now be able to roll out this program in school when children are back in school. We intend to invite parents in to see the No Outsiders lessons when restrictions allow. Teachers are also increasing the variety of texts used in the English construct and other areas of the curriculum to reflect the diversity of our school community. We expect to see this only increase as we constantly add to the range of reading materials available.