



Bourne Abbey Church of England Primary Academy

Equality Objective 2024-2025

Understanding our School Community

Bourne Abbey CofE Primary use the following Protected Characteristics information to support them in identifying barriers to their pupils accessing high quality education provision.

The Protected Characteristics are:

- Age
- Disability
- Gender reassignment (Transgender)
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (Gender)
- Sexual Orientation

Protected Characteristics Information Collected by the school on Integris – September 2024

Age and Gender

Year	Female	Male	PLAC	LAC
6	34	56		
5	40	50	3	
4	42	48	2	
3	44	45		
2	42	48	2	
1	38	31	2	
Reception	43	43		
Whole School	283	321	9	

Ethnicity

White British	Any other white background	White and Asian	Black Caribbean	Any other Asian	White European	Black African	Ghanaian
498	6	6	1	2	24	18	4
Nigerian	Mixed background	Afghan	Pakistani	Thai	Nepali	Chinese	Indian
7	2	4	1	1	1	1	13
Other black	White and black Caribbean	White and black African	Black European	Any other ethnic group	Not specified		
2	2	7	1	1	2		

Religion and belief

Buddhist	Christian	Hindu	Sikh	Muslim/ Islam	Greek Orthodox	Roman Catholic	No religion
1	105	3	1	5	1	10	54
Other religion	No religion specified						
6	418						

SEN (including children with autism)

SEN Support	No SEN Support	Education Health Care Plan
36	545	23

Disability (not including children with autism)

No disability	Mobility	Personal care	Eating and drinking
600	1	2	2

No information was available on the following gender characteristics:

Gender reassignment: The school does have some information on whether any of the children on roll have reassigned gender and will seek further advice and guidance on how and when to monitor and how to use the data sensitively when collected.

Sexual Identity: The school does not have any information on whether any of the pupils on roll are lesbian, gay, bi-sexual or transgender as the question has never been asked. We will seek further advice and guidance on how and when to monitor and how to use the data sensitively when collected.

Equality Objectives:

Our objectives were reached by staff, Trustees and Governors, taking the information above into account alongside our Single Equality Scheme (2021-2024) and our AIP curriculum review (2022/23)

Objective	How?
To promote spiritual, moral, social and cultural development through all appropriate cultural opportunities with particular reference to issues of equality and diversity.	<ul style="list-style-type: none">• Conduct SMSC audit to identify gaps and set action plan as part of development plan 2024/25• Purchase texts recommended by Equality team to enhance book stock• Ensure there is a rich range of experiences both in and beyond school including visits and visitors for each year group termly• To make a long-term link with a school with more a more diverse cultural mix
To raise attainment in writing, especially for those with potential to be high achievers and boys.	<ul style="list-style-type: none">• To ensure teachers plan for creative learning and teaching to inspire writing• To take part in agreement trialling of writing between age ranges and abilities, in school

	<ul style="list-style-type: none">• To visit and exchange good practice with other schools, particularly for the higher levels of each age group (e.g. Abbey Academies Trust, Bourne Family, Teaching School Hub)• To set targets for children that reflect aspiration and involve the children• Regularly review tracking and targets• Invest in boy friendly resources for the higher order skills
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These objectives will be monitored by Trustees, Governors and staff termly.

