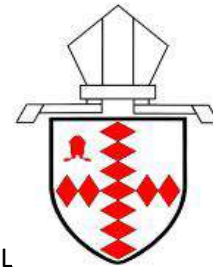




NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



### **Equality Ambassadors' Meeting**

COMMUNITY - PEACE - WISDOM - HOPE - DIGNITY – JOY

**Wednesday 7<sup>th</sup> February**

**Venue:** Hall

**Taking minutes:** DB

**Please bring:** Minutes from last meeting.

**Vision:** We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good'. We aim for our children and members of the wider school community to flourish in all they do and 'live life in all its fullness'. (John 10:10)

**Values for Spring Term: Wisdom and Hope**

**Apologies:** NA

**Present:** IW, DB, RR, LC, JV, Equality Ambassadors

**Meeting opened:** 1:49am

**Opening Prayer:** IW led in prayer

#### **Agenda**

**1 – Minutes of the last meeting to be read: Read by class and agreed.**

**2 – Discussion of actions from the last meeting:**

- DB to print out key vision for education document and share with children.
  - In book corner in classroom.
- IW to set three events in year with the aim of raising money for those that need it.
- Tony to speak to Ambassadors. Can we create a calendar to sell?
  - Charity ambassadors' ideas to be used in order to raise money.
- IW would like to know more about the school's views equality. Do we as a school see everyone around us as equals? Equality Ambassadors are to conduct a new survey.
  - Completed, data to follow in minutes.
- IW would like to know more about books across the school. Who are our authors? Miss Woods wonders how much diversity we have? Equality Ambassadors to analyse and present as statistics.
  - Completed, data to follow in minutes.

- IW to look at arranging a trip for Year 6 to go to the Houses or Parliament.

### **3 – Children to share the data they have gathered and presented on Authors across the school.**

#### **Authors Gender Data Analysis** – MM, ER, NS, EB, WW, IH

- We can see that from 350 books chosen from across the school, 217 were female and 133 were male, giving a difference of 84 between the two genders. As a percentage this comes to 62% female and 38% male. Calculating the mean number for both, females came to 31 and males came to 19. When looking at the data it is clear to see that both genders are represented but an increase in male authors over the next few years would be a goal we would like to recommend going forward.

LC: It's interesting to see that Year 6 is the only Year group that has more male authored books than female when looking at the raw data and graphs. Is this through coincidence, teacher choice or a possible transition into secondary school texts?

WRW: it could just be by chance or is it because Year 6 have the only male teacher in the school?

#### **Authors Heritage Data Analysis** - DM, IM, AR, BC, DL, RW

- The data on authors' heritage is sadly not as balanced as that of the authors' gender. Across the 350 books chosen, 303 texts had white heritage authors while only 47 had been written by mixed heritage writers. This means that an astonishing amount of 86% of the books from the ones chosen are of white heritage. This means that only 1/7 books chosen is written by a mixed heritage author. Sadly, when calculating the mean number of both mixed and white heritage, mixed heritage sadly only had a mean score of 7 compared to 47 for White heritage. Unfortunately, this has revealed negative results and is an area we strongly suggest the school looks into correcting.

IW: My theory around the lack of mixed heritage books within the school had been confirmed and is something the school will look into correcting. I am currently talking to the teachers and the PTFA about Library investment. With a key area being the books available for the children.

IW: Why is it important to have these books in our school?

IS: So we can learn about other cultures and heritages so we can learn more ourselves.

TS: So that anyone coming to the school who is mixed heritage can feel that they are represented and valued

JV: Do the ambassadors think it's important for the need to have a range of mixed authors books? Why is this important?

RK: It's important that we appreciate all different races and by having them in our school will show that we welcome all into our school.

DL: It's important to know about mixed-race cultures.

IH: if you are a little child and are mixed heritage and saw no books from someone from your race. You may feel you are not valued.

LC: A sense of belonging is important and we want people to feel valued. We hear about the term the hidden curriculum. The hidden curriculum are the hidden messages. We learn and notice things that are not taught but are noticed. We want to strengthen the school's hidden messages and curriculum.

#### **4 – Children to share the data they have gathered and presented on equality views within the school.**

##### **Different faiths** - RK, JS, SS, EK and WCD

- 112 children completed a survey across the school.
- When asked 'Is it ok to come to the school if you worship in a church, synagogue or temple?' 82% said yes and 18% said no. This data is very pleasing as it shows that as a school we value everyone.
- HH – We feel that 18% who said no where KS1 children who did not fully understand the question and hope that as they get older their answers will change.
- This led to very pleasing data from the question 'Is it ok to be friends with someone from a different religion?' 91% of children asked answered yes.

IW: This is very pleasing data to see and shows how welcoming the school is?

LC: How was the data gathered?

DM: I took an approach by asking an equal number of children from KS1 and KS2 to make it fair.

DL: I chose at random and chose from KS2 children as I thought they would understand the questions more.

OC: When talking to younger children I had to change and explain the questions so they would understand them better.

LC: It is pleasing to see the different approaches and how you adapted as you needed to.

##### **Gender Differences** - OC, BH, MW, EL, GH and EM

- When looking at the data on 'Who is physically stronger, girls or boys? 56% of children did not see a difference with 20% thinking girls and 24% saying boys. When it came to who was smarter, 47% didn't feel it mattered, 17% chose boys and 34% chose girls. While it is pleasing that the majority of people don't think the boys and girls should be judged in this way and that we are all equal it would be pleasing to see these numbers increase in the future.

JV: We need to consider the types of questions that have been asked and the bias that comes with them. When speaking to friends and our peers, children often joke about and don't take these questions seriously. Yet, if the questions were asked by an outside observer in our school or a teacher in the school the answer hopefully would change.

#### **4 – Class trip to London.**

Year 6 class would be interested to visit London, especially houses of parliament as a treat for their hard work. Governors, class teacher and TA agreed and would like to come.

IW to arrange and lease with DB on data and times.

#### **5 - Actions for next meeting:**

- To where equality badges for next meeting.
- To speak to Mrs Cordey and speak to her about the fact that we need more mixed heritage books within our school. We need to make more available especially if someone came to our school and saw they were not represented. (DB not so say anything to Mrs Cordey)
- PTFA Will be raising money for the library.
- Parliament trip June or July. IW to organise – pioneering reward for the work they have done for the school.
- To edit data presented in preparation to create summer foyer display. DB to lease with KB.

**Meeting Closed: 2:37**