



SUDLEY INFANT SCHOOL EQUALITY OBJECTIVES

Version	Date	Action
Signed: Ms Sue Milan Chair of Governors	Autumn 2017	
Reviewed:	Autumn 2018	Updates on progress towards objectives
Signed: Ms Megan Young Chair of Governors		
Next review due:	Autumn 2019	

The Equality Act 2010: Public Sector Equality Duty for Schools

Since April 2011, all public bodies including schools have been bound by the *Public Sector Equality Duty (Section 149 of the Equality Act 2010)*. This replaces previous statutory duties on race, gender and disability and covers new protected characteristics: *age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation*. It should be noted that age is a relevant characteristic for schools when considering their duties as an employer but not in relation to pupils.

The duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it by:
 - a. Removing or minimising disadvantages
 - b. Taking steps to meet different needs
 - c. Encouraging participation when it is disproportionately low
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Specific duties

1. To publish information to demonstrate compliance with the duty by 6th April 2012 and thereafter annually.

2. To prepare and publish one or more specific and measurable equality objective by 6th April 2012 and again no more than 4 years later (from September 2017, these must be published on the school website)

General objectives

- To ensure that all children have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly disadvantaged as a consequence of a protected characteristic.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that those with management responsibility and individual members of staff accept responsibility for planning, teaching, learning and curriculum and apply this policy to all we do.
- To ensure that children, parents and carers are fully involved in the provision made by the school and to increase transparency.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

Strategies

- Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents, carers and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the equity duty underpins all their work.

- The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- INSET opportunities will be provided for staff, to raise awareness of general and current issues.

Sudley Infant School main objectives September 2017- July 2018

Evaluation

Equality Objective 1:

To improve the attendance of disadvantaged children.

Why we have chosen this objective:

School attendance of this group is below the whole school average.

To achieve this objective, we plan to:

- Work with individual families.
- Have attendance poster campaign.
- Encourage greater involvement in school clubs.
- Monitor attendance fortnightly for this group.

In comparison to the cohort from the 2016/17 academic year, the attendance within the 2017/18 cohort has slightly decreased from the previous year by 0.03%.

The attendance for disadvantaged children has improved from 92.71% in 2016/17 to 93.64% 2017/18.

Over the course of the year, all children have been encouraged to attend After School Clubs, all children who are within the disadvantaged children category are placed within the club they have selected first. This ensures that they are attending a club of their choice and hopefully will attend all sessions.

Throughout this year, all school staff have worked closely with individual families to promote good attendance at school. This is shown by an increase in attendance of the disadvantaged cohort.

Equality Objective 2:

To improve understanding of discrimination in the UK and in the wider world.

Why we have chosen this objective:

Children need to understand what discrimination is and ways to improve how they think about the world.

To achieve this objective, we plan to:

- Promote Oddizzi, a new learning platform for cultures and geography in school.
- Make sure resources are diverse to support learning.

To improve children's understanding of discrimination in both the UK and around the world, school has been using Oddizzi throughout the academic year to encourage children to look at our lives and notice differences and similarities in comparison to others. Through using the Oddizzi resource, class teachers have been able to connect with other schools around the world and share their learning experiences. This has enabled children to see that all people are different no matter their race, gender, age, religion or abilities.

In addition to Oddizzi, we have introduced the JIGSAW scheme as part of PSHE. This scheme brings a mindfulness approach to a varieties of issues that children might face throughout their time both in education and as part of the community. It allows teachers to structure the way that children learn to respect themselves and others, and how to use this in daily life.

Equality Objective 3:

To improve achievement of Year 2 SEN pupils in reading, writing and maths.

Why we have chosen this objective:

Disadvantaged children, particularly those with SEN, are currently under-performing compared to non-disadvantaged children. By targeting this group of children, we intend to reduce the attainment gap of pupils supported through pupil premium.

To achieve this objective, we plan to:

- Use pupil premium funding to support intervention groups to improve pupil performance.
- SENCO and teaching staff to regularly monitor the progress and attainment of this group of children so that timely and relevant action can be taken.
- Selection process for intervention groups to be monitored.

	Reading	Writing	Maths
Expected standard	2018 - 67% National 2018 - 75% 2017 - 50%	2018 - 48% National 2018 - 70% 2017 - 23%	2018 - 59% National 2018 - 76% 2017 - 53%

To improve pupil performance for children in Year 2, interventions such as Phonics, Reading, Maths and Writing took place across the academic year. These were delivered by both teachers and LSA staff to support children who may have been finding a specific subject difficult or who needed additional support. Children were selected for intervention groups by their class teacher who used assessment data and outcomes of current work as an indicator for whether an

intervention would be suitable. In addition to this, children received support in class through small group work and differentiated activities suited to their needs.

In reference to the data above, the data shown is for children with SEN within the Year 2 cohort. The data shows that this cohort have improved greatly in comparison with the previous year group. However, relating these figures towards national average, the attainment gap is still as big as 22% for Writing but is clearly improving from the current year groups.

Equality Objective 4:

To widen children's experiences in school with other people.

Why we have chosen this objective:

Children respond well to guest speakers at school. They can ask questions and capture the event through various means e.g. in the classroom they may produce something for the display boards around school or they may use school iPads to record their question and answer.

To achieve this objective, we plan to:

- Invite members of the school and local community in to support the learning process around equality.

Throughout the year we have had a variety of visitors into school, from parents visiting their child's class to read in their home language to charity representatives to talk about what they do to help others. During sessions with visitors to school, the children were able to ask questions and find out information. Following some of these visits, the children held sponsored activities for charity, took part in an assembly or created displays. All of which was promoting equality and what we can do as a school community to help others.

Equality Objective 5:

To support all pupils in understanding the need and importance of respectful behaviour towards others.

Why we have chosen this objective:

Young children need to have an awareness about the effect of 'saying as it is' with others. They notice differences between themselves and others e.g. seeing that someone has glasses, someone has darker or lighter skin, someone has curlier or straighter hair, or someone uses crutches to get around the classroom.

To achieve this objective, we plan to:

- Learn about the differences and similarities between people of different races, cultures and religions.
- Positive and negative behaviour books to be promoted across the year.
- Monitor impact of negative behaviour, use of words, body language and whether children use social media.

For all children to be understanding of respect towards others at school and within the community, staff at school are constantly promoting positive behaviour inside and outside the classroom as well as introducing strategies to handle any issues. This academic year the children have been using Oddizzi and JIGSAW to develop their understanding of how we all have differences and similarities. Through using Oddizzi, children have been able to look at various places around the world and notice characteristics between their lives and how other children live.

Positive and negative behaviour books have been used frequently throughout the year by all staff, these have worked well both in the classroom and outdoors. From the data, LG has determined that some

staff are using the behaviour books more frequently than others, due to this LG is currently reviewing the way that these books are being used and creating a framework of what positive and negative behaviour looks like.

Looking at negative behaviour in this academic year, it was clear that some of the children had been playing video games such as Fortnite, this was something that was addressed during staff briefings and all staff were guided on how to respond in the event of an issue arising from this. As a school, we have a set of rules of how to behave within the school community. These vary from class to class as the children create their class rules during the first week of term with guidance from their teacher. Each child knows that these rules are to be followed during the school year and that negative behaviour, language and body language are not a part of school life.

Equality Objective 6:

To continually review the systems in place which support pupils, parents and carers with protected characteristics.

Why we have chosen this objective:

Current affairs often prompt discussions in the classroom. Continuous review of systems in place to aid discussions and offer support will give the school a greater ability to adapt to situations. e.g. reports in the news on extremism prompted the introduction of ICE CATS (In case of emergency, children, adults, teacher safety) training designed to move classes of up to 30 children, quickly, quietly and safely in a child friendly way, in worst case scenario situations i.e. weapon's in school or possible terrorist threats.

To achieve this objective, we plan to:

- Work in a meaningful, child friendly way

Throughout the year we have been continuing to use a variety of systems that support pupils, parents and carers. At the beginning of the year, all children had a recap session of ICE CATS and the new Reception cohort had a class session to learn what we do in case of an emergency. In addition to this, school recapped procedures for an emergency lockdown and class teachers discussed safety in crowds, for example, the giants visiting Liverpool. All children in school understand the way that they should respond to any of these procedures, including a fire drill and how to keep themselves safe if a situation arises.