



Equality Information and Objectives

Prepared By:	Name: Russell Slatford		
Approved By:	C Gregory	Date:	Date: September 23
Start Date:	Date: November 23	Review Date:	Date: November 25

School Equalities Policy

(including Equalities Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

We collect equality information and this can be referenced in the appendices of this statement.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status

- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The local governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. This policy will be reviewed by the local governing body in conjunction with its equality objectives every four years.

The school leader is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- focus groups
- staff survey
- contact with parents representing pupils with particular protected characteristics

Pupil-related data

Pupil Information – Shirley Infant School

Shirley Infant School is a large school in an urban area with pupils from a wide range of socio-economic backgrounds. The majority of children come from the school's catchment area. As per the Summer 22 Census we have within a percentage range of 4% a 50/50 proportion of boys and girls within the school. Some year groups are proportionality heavy gender based as per September 2022:

Year R: 39 Boys to 51 girls

Year 1: 39 Boys to 51 girls

Year 2: 45 Boys to 45 girls

Previous Year 2 Cohort 21/22: 51 Boys to 39 girls

Within our academy we are within the top 10 schools with highest percentage of children with English as an additional Language.

Pupils from ethnic minority groups are well integrated and generally perform above the local authority average. We have a number of children arriving each year with little or no English. This is within the new cohorts of Year R and midyear admissions into the three year groups. These pupils are well supported with our targeted support from their baseline assessments.

We are in line with national figures regarding pupils who have some learning need. We have as of September 2022 3% (7) of our children who have an educational Health Care Plan in place. We have 7% of our children

identified with as having SEND support or and EHCP, we are below the national average as nationally this is around 17-18%.

As per the Summer 2022 Census we have the following languages spoken in our school:

Language Code	Description	Number of Pupils
AFK	Afrikaans	1
ARA	Arabic	2
BNG	Bengali	2
DUT	Dutch/Flemish	1
ENG	English	210
FRN	French	1
GER	German	4
GRE	Greek	1
HIN	Hindi	1
ITA	Italian	1
JPN	Japanese	1
KNK	Konkani	1
PAT	Pashto/Pakhto	1
PNJ	Panjabi	2
POL	Polish	18
POR	Portuguese	1
PRS	Persian/Farsi	1
PRSA	Farsi/Persian (Any Other)	1
RMN	Romanian	2
RUS	Russian	2
SNH	Sinhala	2
SPA	Spanish	1
SWE	Swedish	1
TAM	Tamil	1
TGLF	Filipino	3
TUR	Turkish	1
UKR	Ukrainian	1
URD	Urdu	4
VIE	Vietnamese	1

Attendance as of Summer 2022:

	Whole School July 2020	Whole School July 2021	Whole School As of 27-05-22 21/22	EAL	FSM	PP	SEN	PA
YR	97%	96.9%	94.1% -0.59% (92)	93.2% -0.1% (26)	91.00% -0.27% (11)	91% -0.22% (12)	92.9% +0.11% (3)	15.2% +0.91% (14)+1
Y1	97%	98.5%	94.9% +0.13% (91)	93.2% +0.15% (26)	91.4% +0.35% (4)	92.8% +0.06% (7)	91.7% +0.21% (5)	8.8% -7.87% (8) -7
Y2	97.3%	97.6%	95.1% +0.46% (95)	93.4% +1.39% (28)	93.6% +0.76% (14)	93.4% +0.92% (17)	94.6% (10)	10.5% -4.55% (10) -4
Y3								
Y4								
Y5								
Y6								
Whole school	97.1%	97.7%	94.7% (278)	93.3% +0.51% (80)	92.3% +0.29% (29)	92.5% +0.34% (36)	93.6% +0.06% (18)	11.5% -3.83% (32)-10
Persistent Absence whole School	4.0%	8.8%	11.5% -3.83% (32)-10	17.5% -7.5% (14) -5	31.0% -2.2% (9)	27.8% -2.2% (11)-1	20% -6.3% (4)-1	

Persistent Absence:

	EAL	FSM	LAC	PP	SEN	Female	Male	whole year group
YR	5	4 (+1)	0	4 (+1)	0 (-1)	9 (+2)	5 (-1)	14 (+1)
Y1	5 (-3)	2 (+1)	0	2 (+1)	2	4 (-2)	4 (-5)	8 (-7)
Y2	4 (-2)	3 (-2)	0	4 (-2)	2	6 (-2)	4 (-2)	10 (-4)
Y3								
Y4								
Y5								
Y6								
Whole school	14 (-5)	9	0	10	4 (-1)	19 (-2)	13 (-8)	32 (-10)

End of KS1 Data – Attainment against ARE 2022				Groups Number of Children ()						
Total	Cohort Totals (90)	Girls (39)	Boys (51)	SEND (11)	SEND EHCP (1)	GD	EAL (24)	Not EAL (66)	E.P.P (16)	Not E.P.P (74)
Reading	76%	80%	73%	18%	0%	20%	71%	78%	44%	82%
Writing	70%	77%	65%	27%	0%	6%	22%	76%	38%	77%
Maths	72%	79%	67%	27%	0%	12%	63%	78%	31%	81%

End of Year R Data – Attainment for ELG 2022				Groups Number of Children ()						
Total	Cohort Totals (90)	Girls (39)	Boys (51)	SEND (18)	SEND EHCP (2)	GD	EAL (24)	Not EAL (66)	E.P.P (13)	Not E.P.P (77)
GLD overall	70%	80%	56%	33%	50%		58%	74%	38%	75%
Reading	87%	94%	77%	67%	50%	20%	75%	91%	62%	91%
Writing	74%	86%	59%	67%	50%	6%	63%	79%	46%	79%

Maths	87%	92%	79%	67%	50%	12%	71%	92%	69%	90%
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Shirley Infant School aims to provide equality and excellence for all in order to promote the highest possible standards of attainment. Care for each other is an overarching value which underpins all we do. Inclusion applies to all members of the school community: pupils, staff, governors, parents/carers and wider community. We recognise that equal opportunities for pupils are inextricably linked with equal opportunities for staff. The adults in the schools' act as role models for pupils and are more likely to promote equal opportunities for pupils if they experience these opportunities themselves.

Our schools' aim is:

Every child - belonging, nurture, safe

Every Chance - Inclusive, opportunities, adapt

Every day - consistent, understanding, ambitious

Our School's Values are: **Kindness, Integrity and Respect**

Kindness- We think about others when we act and go out of our way to help.

Integrity - We do the right thing even when someone isn't looking.

Respect - We accept others for who they are including when they are different from us.

Our learning Behaviours are: **Independence, co-operation, curiosity, perseverance and kind**

We nurture every child to believe in themselves and give them opportunities to discover their endless potential. Each member of our community celebrates individuality and respects diversity. We prepare our learners with the skills to be creative, future thinkers who will be responsible and ready to make a positive contribution to our ever changing world.

Our aim and values are designed to ensure that the school meets the needs of all adults and children, taking account of differences in ethnicity, culture, gender, religion, language, age, ability, family circumstances, sexual orientation, linguistic background, disability and social circumstances. It is important to us that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society that is multi-ethnic and inclusive.

Shirley Infant School has published various policies on the school's website, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Further Performance Data can be found in the Statutory Information section on our Website.

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Date of publication of this appendix: January 2023

Date for review and re-publication: January 2024

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We have also involved staff, pupils, parents and others in the following ways:

- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics – parent forum

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To secure outcomes for SEND pupils that are broadly in line with SEND pupils nationally in all reading subjects.

Objective 2: To increase attainment for our EAL children who are working within our lowest 20% in mathematics across KS1 so that they are broadly in line with EAL nationally.

Objective 3: To increase the number of vulnerable children attending school in order to reduce the current July 2022 % of PA from 14%.

The impact of our previous targets are detailed below:

Objective 1: Increase attainment for EAL children who are working within our lowest 20% in reading, writing and mathematics across KS1 so that they are in line with those found nationally by July 2020.

Year 2 80% of EAL for reading we are above national average

63% of EAL for writing

72% of EAL for maths

Objective 2: To continue to ensure SEN support pupils make expected progress across the key stage as a result of well targeted support by July 2020.

By tracking end of Year R data through to end of KS1 data we can demonstrate that we have met this target. Children are consistently making expected progress.

Year 2 all children apart from 2 have made expected or better progress in 2021.

Year 1 all children apart have made expected or better progress in 2021.

Year R all children apart have made expected or better progress in 2021.

Objective 3: To continue improving attendance of EAL families with a particular focus on persistent lateness to above 95% by July 2021.

We met this target by reaching 96%

Date of publication: Janaury 2022

Date for review and re-publication: January 2023

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.