

SANDWICH INFANT SCHOOL



Where everyone is valued and learning is fun
Equality Information and Objectives Policy

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement and implement actions in response

6. Fostering good relations

- The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives 2018-2022

Objective 1: To improve the attendance of Pupil Premium children

Why we have chosen this objective: The attendance of Pupil Premium (PP) and Free School Meals (FSM) children is historically lower than that of other children, often with higher unauthorized absences:

To achieve this objective we plan to:

- Engage with Pupil Premium parents as soon as there is one absence without explanation or good cause
- Make the school's expectations clear from the outset
- Offer support to overcome any difficulties, for example by offering breakfast or after school club
- Show a zero tolerance to late arrivals and absences if the parents refuse to engage

Progress we are making towards this objective:

Attendance of Pupil Premium children (18 children) is 94.04% to whole school 96.27% (132 children) at April 2019. Unauthorized absence of Pupil Premium children is 0.48% to 0.21% whole school. The large majority of Pupil Premium absence is illness with three of the 18 children undergoing medical investigation. The small number of PP children means each child's attendance has a large impact on the whole figure. Unexplained absence has all been recorded as

unauthorized with parents spoken to individually. 08.05.19. **This data can not be updated for July 2020 because of Covid-19.**

Objective 2: Encourage parents of children from ethnic minorities to share their culture with the school

Why we have chosen this objective: Parents of children from ethnic minorities inform us just before or afterwards of significant celebrations so we are not able to share in their significant cultural events in the same way we expect them to share ours.

To achieve this objective we plan to:

- Identify religious and cultural events related to the children's religion
- Ask parents if they will be celebrating them and if there are any we have missed
- Discuss with the child/parents what the class/school can do to celebrate with them

Progress we are making towards this objective:

Parents have started to share with us when they are celebrating a significant cultural event. This target needs more work on it to include that into the curriculum or the planning of the school.

This target can not be updated to July 2020 because of Covid-19.

Objective 3: Narrow the attainment gap in Reading and Writing between boys and girls

Why we have chosen this objective: There have been large gender gaps between boys and girls in recent years despite attempts to reduce them by introducing boy friendly topics

To achieve this objective we plan to:

- Whole school training in raising boy's attainment – September 2018
- Use the work of John Hattie to review teaching and learning
- Review resources to ensure they appeal to boys

Progress we are making towards this objective:

Year Two: the large gender gap continues with 27% of boys at expected levels and 70% of girls.

This has increased since 19.10.18 through new children joining the school working below expected levels. Of the 15 boys in the year group, five are classified as mobile with just one child working at expected levels. However 75% of boys have made at least expected progress with 66% of those making above expected progress.

Year One: the gender gap continues with 28% of boys at expected levels and 54% of girls. Of the 32 boys in the year group, 10 are on the monitoring register and two boys have High Needs Funding.

Reception: The gap between boys and girls is not as great as further up the school with 53% boys at expected levels to 76% of girls at expected levels.

Interventions have been put into place to support children who were still not "school ready" when entering Year One, Lego Therapy, Sand Therapy and Drawing and Talking for children with social and emotional difficulties, Speech and Language support for those with language difficulties as well as interventions to support handwriting and writing. Topics such as Space, Machines, The Big Bang, Guy Fawkes, Pirates and Castles have been used to engage boys in learning. 09.05.19 **We purchased new boy-friendly reading books prior to lockdown in March 2020 but are not able to update data because of Covid-29.**