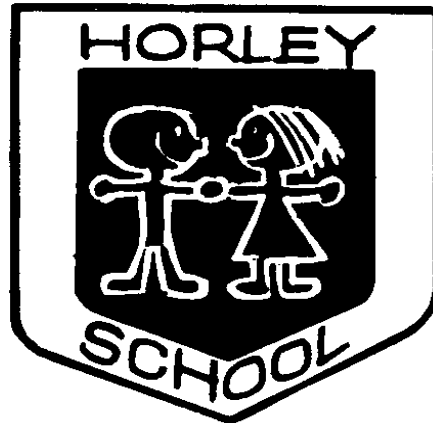


HORLEY INFANT SCHOOL



EQUALITY INFORMATION & OBJECTIVES

Public Sector Equality Duty & Statement for Publication

Initially Approved On: Autumn 2007
Reviewed On: Summer 2023
Staff Link: DSL
Next Review Date: Summer 2024

Policy Status					
Statutory	Non-Statutory (Work Programme)	Non-Statutory	Annual Review	Biennial Review	Triennial Review
✓			✓		

FGB Review (statutory/work programme policies only): [Achievement and Standards](#)

Link Governor (statutory/work programme policies only): [James Townsend](#)

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1. Equality Objectives (2023 – 2026)

	Overview	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective (to be completed at the end of the three years)
Objective 1	Improve attendance of our EAL / PP / vulnerable pupils	We have identified attendance as a priority and challenge as a result of life post COVID-19. There are some groups of pupils who are more negatively impacted by low attendance and this has, on occasion, included those with English as an Additional Language (particularly those who are new to the country) and those who are socio-economically disadvantaged.	<ul style="list-style-type: none"> ➤ Monitor attendance much more closely of particular groups of pupils ➤ Intervene early by sending trigger letters and warning and offer targeted supported for those who need it ➤ Work closely with the school nursing and Inclusion Officers to better understand barriers ➤ Liaise with charities regarding cultural differences to better understand how to challenge and change mindsets 	✓
Objective 2	To reduce the gender attainment gap in Literacy in EYFS & KS1 from entry point to exit point	The achievement gap between boys and girls within Literacy in school is reflective of the national picture and has been exacerbated by COVID-19. Many projects have run to reduce this gap yet this is a persistent challenge.	<ul style="list-style-type: none"> ➤ To capitalise on local partnerships and networks to learn from good practice ➤ To continually review EEF and professionals' research into this area and implement suggested pathways ➤ Closely monitor the baseline / progress / attainment of pupils and put appropriate support in place as / when required. 	✓
Objective 3	Strengthen EAL induction and early language acquisition support	We have a growing number of pupils who arrive mid-year with little or no English. As this is still a small proportion of children, it is challenging to deploy a specific person to support with this. The impact on resources in school is large and the impact of concentrated support often dilutes from support to others.	<ul style="list-style-type: none"> ➤ To review current resources such as Racing to English and evaluate whether they are fit for purpose ➤ To explore charities and other wider support through resources such as the Bell Foundation to best support pupils ➤ To develop a suite of resources/support (either internally or through an external provider) that can be used in school and at home to support pupils/families. 	✓

1. Equality Objectives (2020 – 2023)

	Overview	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective (to be completed at the end of the three years)
Objective 1	To increase the diversity of the historical figures that the children learn about in school	Through a systematic review of our curriculum, it is apparent that the History objective: <i>“to learn about the lives of significant individuals in the past”</i> is primarily focused on white British males. We have recognised that there are a number of different historical figures which fall under broader characteristics which we could learn about.	<ul style="list-style-type: none"> ➤ Liaise with other resources/school to identify appropriate historical figures ➤ Update medium and short term plans to reflect a more diverse range of historical figures across KS1 ➤ Purchase resources/texts which will help expose children to a more diverse historical landscape 	✓ The History lead has systematically reviewed the significant people the children learn about. Curriculum plans have now incorporated the lives of Helen Sharman, Grace Darling & Katherine Johnson.
Objective 2	To reduce the gender attainment gap in Literacy in EYFS & KS1 from entry point to exit point	The achievement gap between boys and girls within Literacy in school is reflective of the national picture. Many projects have run to reduce this gap yet this is a persistent challenge.	<ul style="list-style-type: none"> ➤ To investigate strategies which can be used in EYFS & KS1 to promote good literacy outcomes for boys ➤ To improve the quality of resources in the EYFS environment through continuous provision and enhanced provision to tackle poor language, oracy, vocabulary and writing within boys ➤ To ensure WAVE 1, 2 & 3 teaching in KS1 targets good literacy progress for boys 	✓ There has been much work involved in narrowing this gap through resourcing, intervention and provision. However, there has not been enough impact on this area and therefore this will continue into our next set of objectives.
Objective 3	To increase the diversity of books, toys and visiting ‘experts’ in EYFS & KS1	The school has a growing diversity within the school community including families from different ethnic backgrounds, families with same-sex parents yet these appear under-represented in the classroom and curriculum through texts and resources.	<ul style="list-style-type: none"> ➤ To audit the books and resources currently in place ➤ To explore the Jigsaw scheme and identify associated resources which can be purchased/used in classrooms to promote diversity ➤ To liaise with other schools in more diverse areas regarding the resources/books they purchase ➤ To encourage visitors e.g. authors, athletes and artists from protected characteristics to visit / present to children in school 	✓ Through the implementation of the school’s curriculum spine and environment audit, a greater number of resources and texts are now available to positively represent many protected characteristics. The school’s success in visitors was hindered by COVID-19.

2. 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)

3. 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](#).

4. 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 every three 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

The Pastoral Team will:

- Support the aims of the policy by promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the aims of the policy by identifying any staff training needs, and deliver training as necessary

All school staff will:

- Read and have regard to this document and to work to achieve the objectives as set out in section 1.
- Challenge any practice which does not support the aims or objectives of this policy by reporting to their line manager/Headteacher

5. 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. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during formal meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

6. 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 (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Welcome applicants for roles within school from all of those with protected characteristics
- Ensure they are aware of the background of all children (where possible) in school and ensure they are taught and treated fairly, equally and with respect
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racial or gender based bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

7. 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, our Jigsaw scheme used within 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 and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, organising school trips and activities based around the local community and holding events which showcase and celebrate diversity within the local area such as the Food Festival
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We strive to identify and initiate links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. We are always happy to establish new links with others who are able to help the school adhere to the Equality Act 2010.

8. 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

The school keeps a checklist (known as an Equality Impact Assessment) in the front of the Educational Visits & Excursions folder to show we have actively considered our equality duties and asked ourselves relevant questions. Although not recorded at the same time as the risk assessment when planning school trips and activities, this "checklist" must be considered by the member of staff organising the activity [see Appendix 1].

Appendix 1



Governors' Vision
To grow an outstanding learning community where we embrace and nurture the individual
Everyone will have the confidence to embark upon future challenges
Inspiring all to achieve

Equality Impact Assessment

In line with the Equality Act 2010 and our Equality Policy, the school will informally assess to show we have actively considered our equality duties in order to ensure no individual with protected characteristics is excluded from an activity. We will ask ourselves relevant questions when planning trips and activities through an "Equality Impact Assessment". Although it is not formally recorded, this "checklist of questions" must be considered by the lead member of staff organising the trip/activity and subsequently completing the risk assessment.

If there are any implications associated with these questions, measures must be put in place. This will be dependent on the trip, the cohort of children and the individual circumstances of those attending the trip.

Checklist Questions

Is there a negative impact on one or more of the dimensions of equality?

Could the trip/activity increase any inequalities that already exist?

Is there potential to have a positive impact on equality by reducing or removing inequalities and barriers that already exist?

Protected Characteristics & School Values

