



Alwyn Infant School Equality Information & Objectives

(public sector equality duty)

Statement for Publication

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The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality. It extended schools' equality duties to all protected characteristics: Race; Disability; Sex; Religion or belief; Age; Marriage and Civil Partnership; Sexual orientation; Pregnancy and maternity; Gender reassignment.

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

In the context of an infant school, the Governors believe that certain protected characteristics refer particularly to staff, rather than to pupils. Nevertheless, in all areas, discrimination on these characteristics will not be tolerated and will be confronted and overcome.

The Governors also believe that certain characteristics are inappropriate for detailed and specific discussion with pupils of infant school age but will nevertheless ensure that no opportunity is afforded for these characteristics to be exploited, criticised or adversely regarded.

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 body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff and parents/carers, 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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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 e.g. pupils with disabilities.
- Taking steps to meet the particular needs of people who have a particular characteristic e.g. enabling Muslim people 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:

- 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, personal, social, health education (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.
- Working with our local community. This includes inviting leaders of local faith groups to speak at school, and organising school trips and activities based around the local community

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. Attainment data showing how pupils with different characteristics are performing

| Breakdown | Cohort | At least expected standard in reading | | | | Below expected standard in reading | | | | | |
|----------------------------------|--------|---------------------------------------|-----------|--------------------------|---------|------------------------------------|---------|---------------|---------|-------------------|---------|
| | | Achieved the expected standard ? | | Achieved greater depth ? | | Below pre-key stage 1 ? | | Foundations ? | | Working towards ? | |
| | | Sch % | Nat ben ? | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben |
| All pupils | 101 | 85 | 76 | 43 | 25 | 0 | 2 | 6 | 4 | 9 | 17 |
| Male ? | 42 | 81 | 71 | 31 | 22 | 0 | 3 | 5 | 6 | 14 | 20 |
| Female ? | 59 | 88 | 80 | 51 | 29 | 0 | 1 | 7 | 3 | 5 | 15 |
| Disadvantaged ? | 14 | 57 | 79 | 7 | 28 | 0 | 2 | 29 | 3 | 14 | 15 |
| Other ? | 87 | 90 | 79 | 48 | 28 | 0 | 2 | 2 | 3 | 8 | 15 |
| Ever 6 FSM ? | 13 | 54 | 79 | 8 | 28 | 0 | 2 | 31 | 4 | 15 | 16 |
| Children looked after ? | 0 | N/A | 76 | N/A | 25 | N/A | 2 | N/A | 4 | N/A | 17 |
| SEN with statement or EHC plan ? | 1 | 0 | 76 | 0 | 25 | 0 | 2 | 100 | 4 | 0 | 17 |
| SEN support ? | 27 | 56 | 76 | 4 | 25 | 0 | 2 | 15 | 4 | 30 | 17 |
| No SEN ? | 73 | 97 | 83 | 58 | 29 | 0 | 0 | 1 | 2 | 1 | 14 |
| English first language ? | 78 | 86 | 76 | 42 | 25 | 0 | 2 | 5 | 4 | 9 | 17 |
| English additional language ? | 23 | 83 | 76 | 43 | 25 | 0 | 2 | 9 | 4 | 9 | 17 |

| Key stage 1 writing attainment by pupil group | | | | | | | | | | | |
|---|--------|---------------------------------------|-----------|--------------------------|---------|------------------------------------|---------|---------------|---------|-------------------|---------|
| Breakdown | Cohort | At least expected standard in writing | | | | Below expected standard in writing | | | | | |
| | | Achieved the expected standard ? | | Achieved greater depth ? | | Below pre-key stage 1 ? | | Foundations ? | | Working towards ? | |
| | | Sch % | Nat ben ? | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben |
| All pupils | 101 | 70 | 68 | 28 | 16 | 1 | 2 | 3 | 5 | 26 | 24 |
| Male ? | 42 | 67 | 61 | 14 | 11 | 2 | 3 | 0 | 6 | 31 | 29 |
| Female ? | 59 | 73 | 75 | 37 | 20 | 0 | 1 | 5 | 3 | 22 | 20 |
| Disadvantaged ? | 14 | 36 | 72 | 7 | 18 | 7 | 2 | 14 | 4 | 43 | 22 |
| Other ? | 87 | 76 | 72 | 31 | 18 | 0 | 2 | 1 | 4 | 23 | 22 |
| Ever 6 FSM ? | 13 | 38 | 72 | 8 | 18 | 8 | 2 | 15 | 4 | 38 | 22 |
| Children looked after ? | 0 | N/A | 68 | N/A | 16 | N/A | 2 | N/A | 5 | N/A | 24 |
| SEN with statement or EHC plan ? | 1 | 0 | 68 | 0 | 16 | 100 | 2 | 0 | 5 | 0 | 24 |
| SEN support ? | 27 | 19 | 68 | 0 | 16 | 0 | 2 | 7 | 5 | 74 | 24 |
| No SEN ? | 73 | 90 | 76 | 38 | 18 | 0 | 0 | 1 | 2 | 8 | 21 |
| English first language ? | 78 | 67 | 68 | 28 | 16 | 0 | 2 | 3 | 5 | 31 | 24 |
| English additional language ? | 23 | 83 | 68 | 26 | 16 | 4 | 2 | 4 | 5 | 9 | 24 |

| Key stage 1 maths attainment by pupil group | | | | | | | | | | | |
|---|--------|-------------------------------------|-----------|--------------------------|---------|----------------------------------|---------|---------------|---------|-------------------|---------|
| Breakdown | Cohort | At least expected standard in maths | | | | Below expected standard in maths | | | | | |
| | | Achieved the expected standard ? | | Achieved greater depth ? | | Below pre-key stage 1 ? | | Foundations ? | | Working towards ? | |
| | | Sch % | Nat ben ? | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben | Sch % | Nat ben |
| All pupils | 101 | 71 | 75 | 29 | 21 | 2 | 2 | 3 | 4 | 24 | 19 |
| Male ? | 42 | 71 | 74 | 31 | 22 | 0 | 3 | 2 | 5 | 26 | 18 |
| Female ? | 59 | 71 | 76 | 27 | 19 | 3 | 1 | 3 | 3 | 22 | 19 |
| Disadvantaged ? | 14 | 29 | 79 | 0 | 23 | 7 | 2 | 21 | 3 | 43 | 16 |
| Other ? | 87 | 78 | 79 | 33 | 23 | 1 | 2 | 0 | 3 | 21 | 16 |
| Ever 6 FSM ? | 13 | 31 | 79 | 0 | 23 | 8 | 2 | 23 | 3 | 38 | 16 |
| Children looked after ? | 0 | N/A | 75 | N/A | 21 | N/A | 2 | N/A | 4 | N/A | 18 |
| SEN with statement or EHC plan ? | 1 | 0 | 75 | 0 | 21 | 0 | 2 | 100 | 4 | 0 | 19 |
| SEN support ? | 27 | 19 | 75 | 0 | 21 | 7 | 2 | 7 | 4 | 67 | 19 |
| No SEN ? | 73 | 92 | 83 | 40 | 23 | 0 | 0 | 0 | 2 | 8 | 15 |
| English first language ? | 78 | 68 | 75 | 27 | 21 | 3 | 2 | 3 | 4 | 27 | 19 |
| English additional language ? | 23 | 83 | 75 | 35 | 21 | 0 | 2 | 4 | 4 | 13 | 19 |

8. Equality objectives

Objective 1:

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| Priority: Attendance |
| Objective: To maintain and improve attendance and punctuality of vulnerable cohorts of children (Pupil Premium, SEN & EAL) to that their standards can be raised. |
| Success Criteria/Impact on Standards: <ul style="list-style-type: none">• Attendance figures of Pupil Premium, SEN and EAL children to rise• Interventions in place to support families in getting their children to school• School community (parents) aware of attendance goals and class attendance figures• Children's efforts celebrated |

Objective 2:

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| Priority: EAL |
| Objective: Raise awareness of the progress/attainment of EAL pupils across KS1. |
| Success Criteria/Impact on Standards: <ul style="list-style-type: none">• EAL children will make good progress and achieve in line with the rest of their class.• Track the progress of EAL pupils across KS1. |

Objective 3:

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| Priority: Gender |
| Objective: Closely monitor the standards of Yr 1 girls & Yr 2 boys. |
| Success Criteria/Impact on Standards: <ul style="list-style-type: none">• Gender review to be undertaken so targeted strategies can be implemented.• Strategies/interventions in place to ensure both boys and girls make expected and better progress through the academic year. |

Objective 4:

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| Priority: PUPIL PREMIUM |
| Objective: Promote progress and outcomes for Pupil Premium pupils so 'the difference is diminished'. |
| Success Criteria/Impact on Standards: EYFS – 'Diminish the difference' between our Pupil Premium children and the National Benchmark. KS1 – All PP children to make measurable progress from their Sep 2017 starting points and towards their individual targets – to be evidenced in their individual portfolios/case studies. |

9. Monitoring arrangements

The headteacher will update the equality objectives at least every year.

This document will be reviewed by the governing body every 4 years.

10. Links with other policies

This document links to the Accessibility plan