

# Palfrey Infant School

## Equality, Diversity and Cohesion Strategy Review 2023



GB Approval Chair/ SEND Governor

GB Adopted 25.5.21

GB Reviewed 14.2.2023

**Palfrey Infant School.**  
**Equality, Diversity and Cohesion Strategy update February 2023**

Palfrey Infants is committed to the promotion of equality and diversity. All our policies follow the principles outlined in our Equality & Diversity Strategy.  
Public Sector Equality Duty: Equality Act 2010

***COVID 19 highlighted the disadvantage of access some families encountered during school closure & home learning.***

***Palfrey Infants aimed to try to provide for all families to reduce the disadvantage gap. (See plan)***

PALFREY INFANT SCHOOL WHOLE SCHOOL AIMS

Our whole school motto is 'Happy Children, Aiming High'

We aim to achieve

- To provide a safe, caring welcoming environment in which children feel confident and secure.
- To value each child as an individual ensuring they reach their full potential, emotionally, physically, academically and spiritually.
- To create a stimulating environment in which learning can take place.
- To develop language and literacy skills as a high priority.
- To have high expectations of children, encouraging independent learning and fostering high self-esteem.
- To be aware of the value of working together.
- To encourage good behaviour by positive reinforcement.
- To foster strong links with parents and other agencies.
- To respect and value all cultures.

At Palfrey Infant School, we fully endorse and accept the following principles of the Equality Act 2010

The Act simplifies and streamlines the various pieces of anti-discrimination law .

It establishes the following 9 protected characteristics

- Age ( the protected characteristic applies to schools as employers, but not with regard to the treatment of pupils and prospective pupils)
- Disability
- Ethnicity and race
- Gender
- Gender Identity & Transgender
- Marriage and civil partnership
- Pregnancy, maternity & breastfeeding
- Religion and belief
- Sexual identity and orientation

From our school perspective, The Act covers all aspects of school life which are to do with how we treat our pupils and prospective pupils, and their parents and carers; how we treat our employees; and how we treat members of the local community.

As a result our school has a general duty and certain specific duties.

We set our Accessibility Plan objectives for a 3 year period and review the progress annually (SENCO)

We subscribe to the principles of the National Curriculum Inclusion Statement [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/381344/Master\\_final\\_national\\_curriculum\\_28\\_Nov.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf) Ch4 page 9 with ambitious targets for ALL of our pupils.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We welcome the emphasis in the Ofsted Inspection framework on the importance of narrowing the gaps in achievement which affect, amongst others

1. Pupils from certain cultural and ethnic backgrounds
2. Pupils who belong to low-income households and pupils known to be eligible for free school meals (Disadvantaged)
3. Pupils who are disabled, or who are in the process of being diagnosed as disabled
4. Pupils who have Special Educational Needs
5. Boys in certain subjects and girls in certain other subjects
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way causing some level of concern.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regards for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
2. Advance the equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations between people who share a protected characteristic and those who do not share it.

At Palfrey Infant School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in tis equality duty is schedules as part of this rigorous process.

Part 1: Information about the pupil population and their achievements compared to National where available

Number of pupils on Roll (February 2023) 352

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics so the Act protects everyone from unfair treatment.

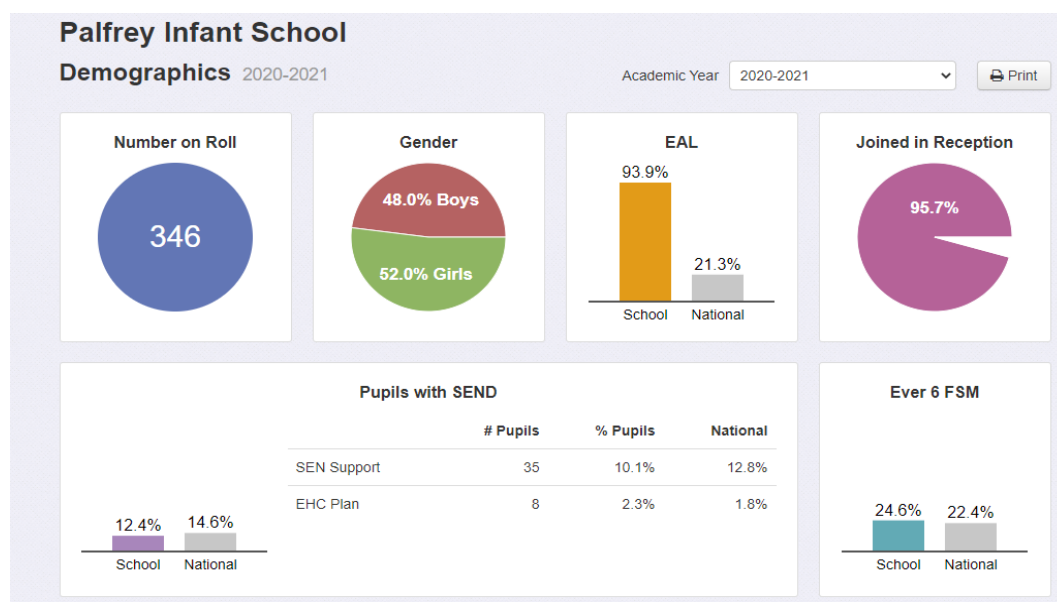
#### Disability

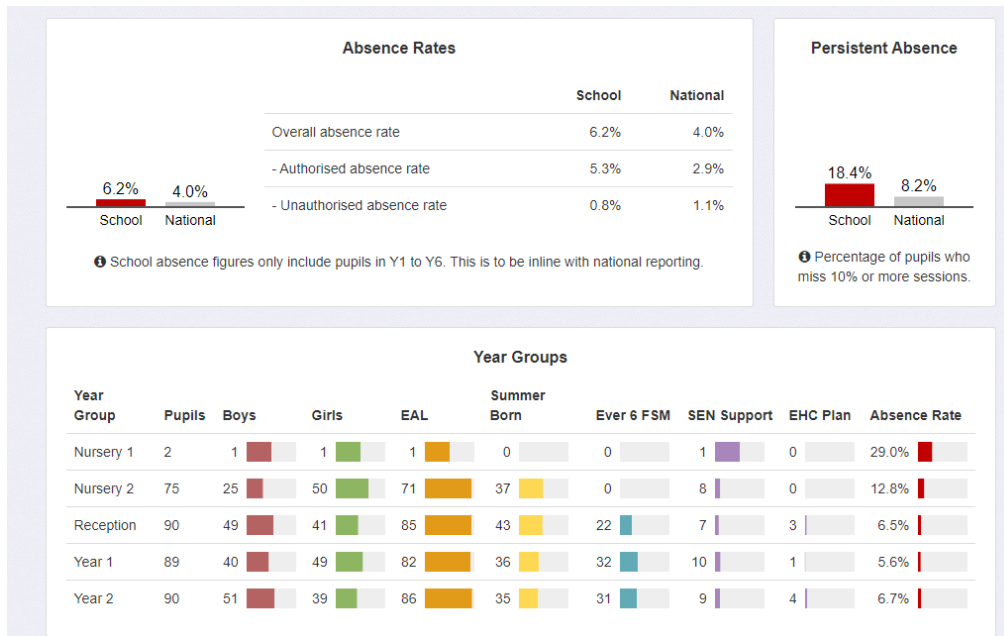
The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

**Number of pupils which special education needs and/ or disabilities: 27  
(SEND Register) 9 ECHPs**

**There are pupils at our school with different types of disabilities and these include:**

1. <i>Asthma and Eczema</i>	X
2. <i>Physical Disability</i>	X
3. <i>Downs Syndromes</i>	X
4. <i>Attention Deficit Disorder</i>	X
5. <i>ADHD</i>	X
6. <i>Autism (ASD)</i>	X
7. <i>Global Learning Delay</i>	X
8. <i>Diabetes</i>	X
9. <i>Hearing</i>	X
10. <i>Visual</i>	X
11. <i>Multi-Sensory</i>	X
12. <i>Speech and Language</i>	X
13. <i>Other</i>	X





### Ethnicity and Race Insight Spring 2023

Bangladeshi	129	White British	4
Pakistani	113	Other	1
Indian	43	Black African	3
Asian Other	23		

### Religions within school community:

Christian	5%	Hindu	2%
Muslim	92%	Sikh	0%
Jewish	0%	No Religion	1%
Buddhist	0%		

Our school has a gender split of 174 Females – 178 Males, and compared to National Data, Palfrey Infant School has:

- A lower percentage of SEND pupils – School (13.3%) National (14.6%)
- A higher percentage of EAL pupils - School (93.9%) National (21.3%)
- A high level of ethnic diversity and higher percentage of ethnic minority pupils (98%)
- A higher than average FSM, in an area of low IDACI.

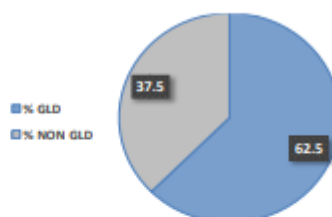
### Languages spoken in school: February 2023: 15 languages

Arabic	5	Hausa	2	Pashto	13
Bengali	122	Herero	0	Romanian	5
Czech	2	Hungarian	0	Shona	0
Dari Persian	1	Italian	0	Slovak	4
Dutch	1	Kurdish	9	Spanish	2
English	69	Lithuania	0	Thai	0
French	0	Other	6	Urdu	70
Gujarati	25	Panjaba	16		

# 2022 Results Summary

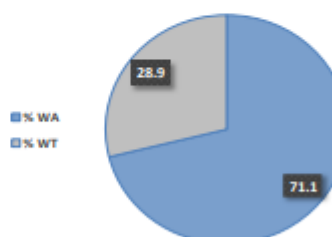
## EYFSP

Context	% Good Level of Development	Average Points
School	63	29.5
LA	59	29.9
National	65	31.1



## Y1 Phonics

Context	% Working At	Average Mark
School	71	31.6
LA	73	31.8
National	75	32.3



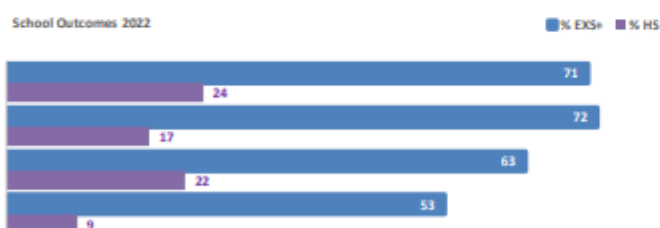
## KS1

Context	% Expected Standard or above			Context	% Greater Depth		
	Reading	Writing	Maths		Reading	Writing	Maths
School	61	58	70	School	18	6	20
LA	64	53	64	LA	14	5	12
National	67	58	68	National	18	8	15



## KS2

Context	% Expected Standard or above				% Higher Standard			
	Reading	Writing	Maths	RWM	Reading	Writing	Maths	RWM
School	71	72	63	53	24	17	22	9
LA	72	67	68	56	25	9	19	5
National	74	69	71	59	28	13	22	7



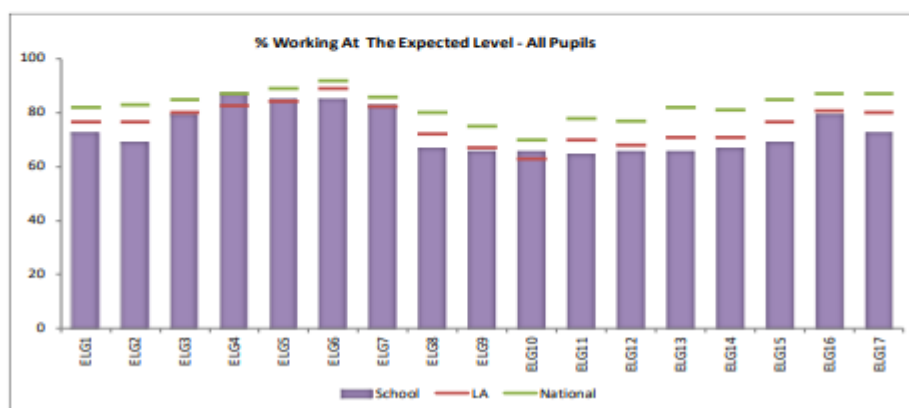
Context	Average Scaled Score			Average Progress		
	Reading	Maths	GPS	Reading	Writing	Maths
School	103	102	105	-0.4	2.1	-0.5
LA	104	103	104	0.1	0.0	0.1

# Foundation Stage Profile

## 2022 FSP Summary

This summary table contains attainment data for the main FSP indicators aggregated by pupil contextual group. To achieve a Good Level of Development a pupil must be working at the Expected Level in all the Prime Areas as well as the Specific Areas of mathematics and literacy. Average Points is the average of a cohort's total point score across all the early learning goals.

Contextual Group		No. Pupils	% Good Level of Development	% 2 All Prime Areas	% 2 All Specific Areas	Average Points
All	All	88	63	67	61	29.5
Gender	Boys	31	52	55	48	27.2
	Girls	57	68	74	68	30.7
SEN	No SEN	82	67	72	66	30.3
	SEN Support	6	0	0	0	18.7
	EHC Plan	0	-	-	-	-
Disadvantaged	Yes	21	57	62	57	30.0
	No	67	64	69	63	29.3
FSM	Yes	21	52	57	52	29.2
	No	67	66	70	64	29.5
EAL	Yes	76	63	67	63	29.5
	No	12	58	67	50	29.2
Ethnicity	Bangladeshi	33	58	61	55	28.7
	Black Caribbean	0	-	-	-	-
	Indian	9	89	89	89	32.2
	Other	19	58	63	58	28.7
	Pakistani	24	67	71	67	30.2
	White/Black Caribbean	1	100	100	100	34.0
	White British	2	0	50	0	27.0
Ethnicity and Gender (Boys)	Bangladeshi	11	36	36	27	24.5
	Black Caribbean	0	-	-	-	-
	Indian	1	100	100	100	34.0
	Other	8	50	50	50	27.6
	Pakistani	10	60	70	60	28.4
	White/Black Caribbean	1	100	100	100	34.0
Ethnicity and Gender (Girls)	Bangladeshi	22	68	73	68	30.8
	Black Caribbean	0	-	-	-	-
	Indian	8	88	88	88	32.0
	Other	11	64	73	64	29.5
	Pakistani	14	71	71	71	31.4
	White/Black Caribbean	0	-	-	-	-
IDAC1 Decile	0-30	88	63	67	61	29.5
	30-100	0	-	-	-	-
Term of Birth	Autumn	33	70	73	70	30.3
	Spring	27	74	85	74	31.7
	Summer	28	43	43	39	26.3



## 2022 Phonics Summary

This summary table contains attainment data from the Phonics screening check in 2022, aggregated by pupil contextual group as recorded in January School Census. Attainment is displayed separately for Year 1 pupils and Year 2 pupils (re-sits) as well as for both groups combined.

A chart is displayed showing the main groups and the achievement for Year 1 pupils. The threshold score remains at 32.

Contextual Group		Year 1			Year 2 (resits)			Combined		
		No. Pupils	% Working At	Average Mark	No. Pupils	% Working At	Average Mark	No. Pupils	% Working At	Average Mark
All	All	90	71	31.6	24	75	32.0	114	72	31.6
Gender	Boys	50	74	30.7	15	73	31.3	65	74	30.9
	Girls	40	68	32.6	9	78	33.0	49	69	32.7
SEN	No SEN	80	76	33.4	15	80	32.6	95	77	33.3
	SEN Support	6	33	21.0	5	60	32.2	11	45	26.1
	EHC Plan	4	25	10.0	2	100	36.5	6	50	18.8
Disadvantaged	Yes	25	52	27.4	5	100	35.0	30	60	28.7
	No	65	78	33.1	19	68	31.2	84	76	32.7
FSM	Yes	25	52	27.4	6	83	30.3	31	58	28.0
	No	65	78	33.1	16	75	33.8	81	78	33.3
EAL	Yes	82	70	31.1	19	74	32.4	101	70	31.4
	No	8	88	35.8	3	100	36.0	11	91	35.8
Ethnicity	Bangladeshi	36	78	33.7	7	71	34.4	43	77	33.8
	Black Caribbean	0	-	-	0	-	-	0	-	-
	Indian	11	100	37.4	1	0	24.0	12	92	36.3
	Other	16	50	25.3	7	71	30.7	23	57	27.0
	Pakistani	27	63	30.0	6	100	34.3	33	70	30.8
	White/Black Caribbean	0	-	-	0	-	-	0	-	-
	White British	0	-	-	1	100	37.0	1	100	37.0
Ethnicity and Gender (Boys)	Bangladeshi	20	75	32.5	3	67	33.3	23	74	32.6
	Black Caribbean	0	-	-	0	-	-	0	-	-
	Indian	6	100	37.0	1	0	24.0	7	86	35.1
	Other	9	56	26.2	5	80	34.4	14	64	29.1
	Pakistani	15	73	28.5	4	100	33.3	19	79	29.5
	White/Black Caribbean	0	-	-	0	-	-	0	-	-
	White British	0	-	-	1	100	37.0	1	100	37.0
Ethnicity and Gender (Girls)	Bangladeshi	16	81	35.3	4	75	35.3	20	80	35.3
	Black Caribbean	0	-	-	0	-	-	0	-	-
	Indian	5	100	37.8	0	-	-	5	100	37.8
	Other	7	43	24.1	2	50	21.5	9	44	23.6
	Pakistani	12	50	31.8	2	100	36.5	14	57	32.5
	White/Black Caribbean	0	-	-	0	-	-	0	-	-
	White British	0	-	-	0	-	-	0	-	-
IDACI Decile	0-30	89	71	31.5	22	77	32.9	111	72	31.8
	30-100	0	-	-	0	-	-	0	-	-



## Key Stage 1

### 2022 Key Stage 1 Summary

This summary table contains teacher assessment data for the main three core subjects at the end of Year 2 by contextual group matched to January School Census. Percentage of pupils who achieved the expected standard are reported. The charts that follow show the achievement by group graphically for your school compared to the LA and national average where this is available.

Contextual Group		No. Pupils	% Expected standard or above		
			Reading	Writing	Maths
All	All	89	61	58	70
Gender	Boys	40	45	48	63
	Girls	49	73	67	76
SEN	No SEN	77	69	68	77
	SEN Support	8	0	0	25
	EHC Plan	2	0	0	0
Disadvantaged	Yes	30	67	63	77
	No	59	58	56	66
FSM	Yes	32	66	63	75
	No	55	58	58	67
EAL	Yes	77	61	60	70
	No	10	60	60	70
Ethnicity	Bangladeshi	29	59	66	83
	Black Caribbean	0	-	-	-
	Indian	10	80	90	90
	Other	17	41	41	41
	Pakistani	29	69	55	69
	White/Black Caribbean	0	-	-	-
	White British	2	50	50	50
Ethnicity and Gender (Boys)	Bangladeshi	11	45	55	82
	Black Caribbean	0	-	-	-
	Indian	7	71	86	86
	Other	7	14	14	14
	Pakistani	13	54	46	69
	White/Black Caribbean	0	-	-	-
	White British	1	0	0	0
Ethnicity and Gender (Girls)	Bangladeshi	18	67	72	83
	Black Caribbean	0	-	-	-
	Indian	3	100	100	100
	Other	10	60	60	60
	Pakistani	16	81	63	69
	White/Black Caribbean	0	-	-	-
	White British	1	100	100	100
IDACI Decile	0-30	87	61	60	70
	30-100	0	-	-	-

## Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about.

We have already developed strategies and interventions to tackle these concerns and monitor their impact as part of our regular monitoring cycle in school.

### Equality Objectives

- To narrow the gap for our vulnerable groups
- To develop an awareness and respect for other cultures and religions. Our school is predominantly Muslim and we recognise that the pro-active approach to educating our children and understanding of other faiths and religions in the world.

## Part 3: How we give due regard for equality

The information here aims to show we give careful consideration to equality issues in everything we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Where applicable our policies make explicit that we aim to consider equality issues and as our policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.
3. We try to keep an accurate record, where possible and appropriate, of the protected characteristics of our employees at the school and year group levels
4. We analyse our data to ensure we act upon concerns in relation to our vulnerable groups and this is reported termly through Governors through the HT Report on Standards.
5. WE record any racist or homophobic incidents (CPOMS) and act upon any concerns and report to GB on a termly basis.
6. The Leadership Team of the school is concerned with closing attainment gaps, this is reflected in the schools value's 'Happy Children, Aiming High'
7. We give due regard for equality issues in decisions and changes we make.
8. We deal promptly and effectively with all incidents and complaints of bullying and harassment- this may include cyber bullying and prejudice-based bullying related to disability or special needs, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion or belief and sexual orientation. We keep a record of such incidents (CPOMS) and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
9. We provide training CPD to all staff in relation to dealing with bullying and harassment incidents.
10. We have a Special Needs Policy & Accessibility Plan that outlines the provision the school makes for children with Special Needs and Disabilities.
11. Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.
12. Look at opportunities for more disability awareness - we have a number of pupils with disabilities, VI, Diabetes, Downs, etc?
13. We expand Black History Month to include Asian history/ partition/immigration from Pakistan, Bangladesh, India etc. weaving in school assembly overview, displays and history topics.
14. We discuss and celebrate pupils cultural heritage.
15. We give mainstream equalities considerations in all school initiatives and policies. Eg inclusion on business case templates and re drafted policy documents.

Under the Equality Act 2010 we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

<b>Disability : We are committed to working for the equality of people with ad without disabilities</b>		
<b>How we advance opportunity</b>	<b>How we foster &amp; promote Community Cohesions</b>	<b>Impact &amp; what we plan to do next</b>
<ul style="list-style-type: none"> <li>We set challenging targets to ensure our children with disabilities make good progress.</li> <li>We provide good quality training for our staff on inclusion.</li> <li>When required, we gain external advice and support from many different professionals</li> <li>We promote positive links with our parents</li> <li>There is a designated Governor for SEND</li> <li>Specific targeted support where appropriate.</li> <li>Annual Reviews</li> <li>Liaising and working in partnership with a number of professional organisations.</li> <li>A wide range of resources.</li> <li>We plan to develop our physical environment with these pupils in mind.</li> </ul>	<ul style="list-style-type: none"> <li>Our school admissions criteria welcomes all pupils.</li> <li>We work with our school Nursery and other local Nurseries to ensure transfer into Reception is effective and as smooth as possible.</li> <li>We liaise with Special Schools and Outreach services regarding effective provision.</li> <li>Regular meetings with parents.</li> <li>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.</li> <li>We ensure that the curriculum and resources we use have positive images of disabled people.</li> <li>Adapting resources and teaching practises.</li> <li>Governor Representation.</li> </ul>	<p>Children experience a positive start. Parents are kept well informed. Effective , positive relationships with parents, school and home working in partnership to support the child. Pupil voice shows our children with additional needs are happy in school.</p> <hr/> <p>Next Steps</p> <p>Review of premises – Outdoor EYFS playground to be re-developed Continued CPD Possible SEN Hub September 2022 – consultation in process</p>

<b>Ethnicity &amp; Race Include EAL &amp; New to English Learners : We are committed to working for the equality of all ethnic groups</b>		
<b>How we advance opportunity</b>	<b>How we foster &amp; promote Community Cohesions</b>	<b>Impact &amp; what we plan to do next</b>
<ul style="list-style-type: none"> <li>New to country pupils policy to identify need for Basic Language support</li> <li>Initial Assessments completed promptly, learning plans put in place including targeted interventions.</li> <li>We identify appropriate provision and then monitor its impact.</li> <li>A supportive network, we use a variety of strategies to support our new families.</li> <li>Children are buddied with a child within their class, if possible first language speaker.</li> <li>We set targets to improve the attainment and progression rates of particular groups of pupils.</li> <li>We identify and address barriers to the participation of particular group's in leaning and other activities.</li> </ul>	<p>An informal open door policy, staff available at the end of the day and appointments can be made via the school office for more formal appointments.</p> <p>Our curriculum supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p>	<p>Children experience a positive start. Parents are kept well informed. Effective, positive relationships with parents, school and home working in partnership to support the child. Pupil voice shows our children with additional needs are happy in school.</p> <hr/> <p>Next Steps</p> <p>Add EAL acquisition to Insight database</p> <p>Add Basic Language into Insight</p> <p>Review curriculum to ensure equality &amp; diversity is modelled.</p>

**Gender: We are committed to working for the equality of both sexes and gender choices.**

How we advance opportunity	How we foster & promote Community Cohesions	Impact & what we plan to do next
<ul style="list-style-type: none"> <li>• Approach to address underachievement, look towards closing gaps.</li> <li>• We set targets to improve the attainment and rates of progress of particular boys and girls.</li> <li>• We have representatives of boys and girls on School Council.</li> <li>• Sports Teams: Represented by boys and girls when possible.</li> <li>• We continuously review our provision to ensure that we address barriers to the participation of girls and boys in activities.</li> <li>• School Representatives are from both genders.</li> <li>• We discuss famous men and women and challenge conventional stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• We support all our children in their interests</li> <li>• We encourage mums and dads to participate in school activity days.</li> <li>• We try to encourage positive and non-stereotypical images of men and women within our curriculum.</li> <li>• We include male role models where possible within our team and through volunteers.</li> </ul>	<p>Children's attainment does not indicate any systematic differences in attainment.</p> <p>Boys and Girls attainment is narrowed during the time at Palfrey.</p> <p>The curriculum is enhanced by pupil voice.</p> <p>EYFS &amp; KS1 curriculum is developed to interest both genders and challenge stereotypes.</p> <p><b>Next Steps</b></p> <p>Pupil Voice Questionnaire to ask about curriculum.</p> <p>Look towards celebration of different role models</p>

**Religion and Belief: We are committed to working for equality for people based on their religion , belief or non-belief**

How we advance opportunity	How we foster & promote Community Cohesions	Impact & what we plan to do next
<ul style="list-style-type: none"> <li>• We support our children to build their sense of identity and belonging in Modern Britain through our school values.</li> <li>• We promote inclusion for all our faith groups.</li> </ul>	<ul style="list-style-type: none"> <li>• We work closely with the agreed (SACRE) RE syllabus for Walsall</li> <li>• We forge links with various local places of Worships, Church , Mosque, Gurdwara</li> <li>• We recognise and celebrate where appropriate to our context significant religious events from the different religions. Challenge stereotypes and respond to all incidents.</li> <li>• Assemblies</li> </ul>	<p>We have very few racist incidents</p> <p>We have a well resources and structured RE curriculum that supports the children's understanding and the experiences of differing religions.</p> <p>Pupils talk about religion and faith with respect.</p> <p><b>Next Steps</b></p> <p>Find opportunities to involve members of different religious / belief groups in school life. Continue our visits to places of worship.</p>

**PART 4: Consultation and Engagement**

We aim to engage and consult with pupils, staff and parents and carers, and the local community so we can develop our awareness and information, learning about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

<ul style="list-style-type: none"> <li>• Annual questionnaires for parents/ carers/ pupils</li> <li>• Learning conversations</li> <li>• Newsletters</li> <li>• Parent Mail ( School Gateway)</li> <li>• Informal chats at the start of the day (Headteacher / Learning Mentor Gate Duty)</li> <li>• SENDCo meetings</li> <li>• School Website</li> <li>• Twitter/ Facebook</li> <li>• School Council</li> <li>• Email/ Text</li> <li>• SENDIAS support for parents</li> </ul>
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## PART 5: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measureable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on specific groups each academic year.

We regularly review the progress we are making to meet our equality objectives.

<b>Equality Objectives Year 1 2022-2023</b>				
Category of objective	Objective	What action will be taken / Timescale	Measure	Outcomes
SEND	Review Accessibility Plan SEND Policy (TD)	Policy reviewed and actions in place. Available on website.	See Accessibility Plan objectives (TD)	
SEND	Develop SEND Hub within school. In consultation with Walsall LA	SEND Hub ( 8 pupils) Sept 2023 to enhance provision (Cognition & Learning)	SEND Hub available for complex needs pupils	
All Characteristic Groups	Develop use of Insight database to analyse school performance	Insight information input Develop new measures of vulnerable group Review the school analysis process 3 times per year	School Termly Info is informative and useful for staff and GB	
All Characteristic Groups	Food For Life Award re-evaluated (MA)	Summer 2023 – focus Silver award	Silver Award gained	
All Characteristic Groups	Healthy Schools Award ( AF/ MA/ LW)	Complete the review for Healthy Schools Status – inclusion for all groups	Ensure a good offer for all pupils physical and mental health	
Ethnicity / Race	To review the support Newly Arrived pupils with basic English	Input data available via Insight	Pupil Progress Meetings to include discussion around the children New to Country   Early Acquisition	
Ethnicity / Race	Inclusion and support for EAL parents	Signpost parents to ESOL Classes	Parents successfully accessing classes	
SEND	To review the Outdoor Learning Area provision	Walk ways and access to be evident for all users	Can all pupils access the Outdoor Learning Area	
Gender	Ensure pupils understand Their rights and choices	Books around equality and gender to dispel stereo types	Library books no stereotype.	
<b>*Year 2 2023-2024</b>				
<b>RELIGION/ BELIEF</b>				
Review RE curriculum ( SACRE) Visits and key people invited into school				
<b>SEND</b>				
Accessibility Plan Review				
<b>GENDER</b>				
Hold a Dads event				

*\*Priorities may change in response to the schools needs*

## **Appendix 1 General and Specific Duties**

### **Race Equality: from the Race Relations Amendment Act 2000**

#### **General Duty**

- Promote equality of opportunity
- Promote good relations between people of different racial groups
- Eliminate unlawful racial discrimination

#### **Specific Duties**

- Prepare a written race equality policy and keep it up to date.
- Make arrangements to fulfil the policy through an action plan
- Assess the impact of our policies, including the race equality policy, on pupils, staff and parents of different racial groups, particularly the impact on pupils' attainment levels.
- Monitor the impact of policies on pupils, staff and parents and particularly on pupils' attainment levels.
- Publish, annually, the results of monitoring the policy.

### **Disability Equality: from the Disability Discrimination Act 2005 and other preceding legislation**

#### **General Duty**

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment related to disability
- Promote equality of opportunity between disabled people and other people
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even where that involves treating disabled people more favourably than other people.

#### **Specific Duties**

- Make reasonable adjustments to resources and activities to avoid substantial disadvantage for disabled pupils
- Make improvements to the physical environment to increase access to education and associated services
- Increase access to the curriculum for disabled pupils
- Make written information accessible in a range of different ways for disabled pupils, where it is provided for pupils who are not disabled
- Provide auxiliary aids or services, such as equipment or personal support, for pupils with SEN

# **Gender Equality: from the Equality Bill 2010**

## **General Duty**

When carrying out their functions, to have due regard to the need to:

- eliminate unlawful sex discrimination and harassment
- promote equality of opportunity between females and males.

“Due regard” comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

In terms of unlawful discrimination and harassment in employment and vocational training, the general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

## **Specific duties**

To support progress in delivering the general duty, we accept specific duties which include the following activities:

- Preparing and publishing a Gender Equality Scheme, showing how the school will meet its general and specific duties including setting out its gender equality objectives.
- Formulating our overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- Gathering and using information on how the school’s policies and practices affect gender equality in the workforce and in the delivery of services, in particular education functions.
- Consulting stakeholders (ie pupils, parents, employees, others service users or potential service users, including trade unions) and taking account of relevant information in order to determine its gender equality objectives.
- Assessing the impact of its current and proposed policies and practices on gender equality.
- Implementing the actions set out in its scheme within three years, unless it is unreasonable or impractical to do so.
- Reporting against the scheme every year and review the scheme at least every three years.

## **Sexual Orientation: from separate pieces of legislation 2003 – 08**

Within the regulations sexual orientation refers to lesbians and gay men, heterosexuals and bisexuals.

### **Duties**

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of sexual orientation
- To avoid all forms of discrimination in service provision : Admissions, Teaching and Curriculum
- To avoid all forms of harassment on the grounds of sexual orientation.
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint.

## **Religion and Belief : from Employment Equality (Religion and Belief) Regulations 2003**

Within the Regulations religion or belief is defined as any religion, religious belief or similar philosophical belief. It does not include political beliefs.

### **Duties**

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of religion or belief.
- To avoid all forms of harassment on the grounds of religion or belief.
- To avoid all forms of victimisation because someone has made, or intends to make, a complaint related to religion / belief discrimination.

## **Age : from the Employment Equality (Age) Regulations 2006**

These regulations apply to workers of all ages; it is unlawful to discriminate against young workers as well as older workers

### **Duties**

- To avoid all forms of discrimination, direct and indirect, in employment on the basis of age.
- To avoid all forms of harassment on the grounds of age.
- To avoid all forms of harassment on the grounds of age.
- To avoid all forms of victimisation because someone has made or intends to make a complaint related to age discrimination.



## Appendix 2 Community Cohesion

A **cohesive** community is one where:

- There is a common vision for all communities, an emphasis on articulating what binds communities together rather than what differences divide them, a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'.
- There is a commitment to equality and social justice.
  - The diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities.
- People have similar life opportunities, irrespective of background.
- Everyone understands their rights and responsibilities and is encouraged to participate at all levels.
  - Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The National Community Cohesion Standards are framed by four strategic aims:

- Close the attainment and achievement gap.
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
- Contribute to building good community relations and challenge all types of discrimination and inequality.
- Remove the barriers to access, participation, progression, attainment and achievement.

The DCSF Guidance on the duty to promote community cohesion suggests that schools' contribution to community cohesion is under the three headings:

- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
  - **Engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally.

In order to achieve a **cohesive community**, we recognise that we need to :

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum addresses issues of diversity.

## Appendix 3

### Questions for which quantitative and qualitative evidence is required when current policies are being reviewed. (From DCSF Sample Equalities Policy)

<b>1. Outcomes for learners</b>	Do our policies benefit all learners and potential learners, whether or not they are disabled? or are disabled learners excluded, disadvantaged or marginalised?	Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? Or are people from certain backgrounds losing out?	Do our policies benefit all learners and potential learners, whichever their gender? Or are outcomes different for females and males, with some being disadvantaged?
<b>2. Recognising relevant differences</b>	Is due account made of the specific needs and experiences of disabled people? Or is a 'one size fits all' approach adopted?	Is due account made of different cultural backgrounds? Or is a 'one size fits all' approach adopted?	Is due account made of women's and men's differing experiences? Or is a 'one size fits all' approach adopted?
<b>3. Attitudes, relationships and cohesion</b>	Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? Of is there negativity and little mutual contact?	Do our policies promote positive interaction and good relations between different groups and communities? Or are there tensions and negative attitudes?	Do our policies promote good relations between women and men? Or is there tensions or disrespect, perhaps expressed through sexual harassment.
<b>4. Benefits for the workforce</b>	Do all members and potential members of the workforce benefit, whether or not they are disabled? Or are reasonable adjustments for disabled staff not made?	Do all members and potential members of the workforce benefit, whatever their ethnic, cultural or religious background? Or are some excluded?	Do all members and potential members of the workforce benefit, whichever their gender? Or are there differential impacts, both positive and negative?
<b>5. Positive impact on equality</b>	Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue?	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	Do our policies help to reduce and remove inequalities between women and men that currently exist? Or do inequalities, for example in seniority and pay, continue?
<b>6. Consultation, involvement and accountability</b>	Are our policies based on involvement of and consultation with disabled people? Or are the views and experiences of disabled people not sought or not heeded?	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded?
<b>7. Benefits for society</b>	Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised?	Do our policies benefit society as a whole by encouraging participation in public life of women as well as men? Or are women excluded or marginalised?