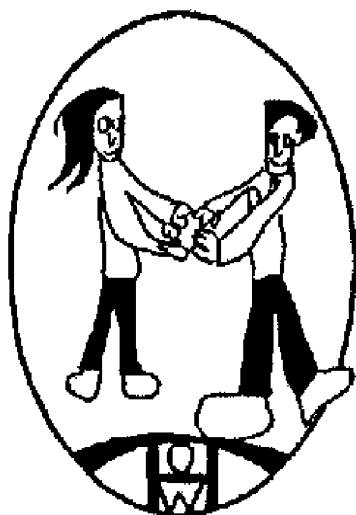


Equality information and objectives

Howbridge Infant School



Approved by:	The governing board	Date: 04.07.24
Last reviewed on:	June 2024	
Next review due by:	July 2025	

Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity.....	4
6. Fostering good relations.....	5
7. Equality considerations in decision-making.....	5
8. Equality objectives.....	5
9. Monitoring arrangements.....	6
10. Links with other policies.....	6

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

Our school aims to promote respect for difference and diversity in accordance with our values.

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governors are Toni Buck and Veera Marshall. They will:

- Meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

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

The designated member of staff for equality (deputy head) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act.

The school has a designated member of staff for monitoring equality issues, and equality link governors. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 that 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
- 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 data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

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, citizenship 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. Pupils will be encouraged to take a lead in such assemblies 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, 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. Equality objectives

Objective 1
To improve the attainment of and accelerate progress, by removing barriers to learning, for pupils from specific groups, e.g. PPG, SEN
Why we have chosen this objective:
Attainment for these groups is generally lower than children who do not SEN or receive additional funding. Some disadvantaged pupils (those with SEN, receiving PPG funding, children with a social worker) have not always made expected progress and some of these children can find it difficult to work independently.
To achieve this objective we plan to:
To improve the attainment of and accelerate progress, by removing barriers to learning, for pupils from specific groups (see below) so that it is, at least, in line with national expectations. For all children - Plan and deliver a targeted curriculum, taught by teachers and experienced, trained support staff (with the support of an additional teacher 2024/25). -Continue to offer extra curricular clubs, both after school and at lunchtime. -Support children with their mental health and well being through scheduled mindfulness sessions taught by a teacher. Pupils with SEND · Create individual education plans for children with additional needs and involve parents in their implementation

- Ensure objectives written in individual EHCPs are worked towards and a range of interventions are implemented
- Provide and use resources and ensure any training needs are met
- Careful tracking of attainment and progress for pupils with SEND
- Target appropriate interventions for these pupils
- Regular support given to staff from school SENCo
- Where appropriate, work with outside agencies to achieve the best progress for the children, e.g. Educational Psychologists, speech therapists.

Pupils eligible for the pupil premium grant (PPG) and other disadvantaged groups e.g. children with a social worker

- Collate and analyse in school data related to attainment of pupil eligible for pupil premium grant (PPG Strategy published online)
- Headteacher, Assessment Lead, SENCo and teaching staff to meet and review the children's attainment, progress and interventions termly
- Additional part time teacher employed for interventions and enrichment
- Review interventions to ensure high quality and effectiveness
- Track interventions and progress and attainment through individual case studies
- Monitor attendance for pupils eligible for PPG
- Ensure these pupils access the wider curriculum including school clubs and trips
- Ensure all additional needs are met, e.g. Speech therapist, Engagement Facilitator
- Sports Coach encourages participation and enthusiasm during lunchtime club
- All support staff are aware of the importance of supporting eligible children and have it as one of their targets.
- Ensure parents are aware of all resources available to them:
 - Food vouchers, foodbank vouchers (Witham Hub)
 - Support for resources for school, e.g. if it is a barrier for attendance – uniform

Progress we are making towards this objective:

Objective 2
To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.
Why we have chosen this objective:
Although in line with national statistics, overall attainment s below 95%, and particularly low for more vulnerable groups which has an impact on attainment and progress overall Current attendance All children - 90.9% PPG children - 86.4% Non PPG children - 92.4%
To achieve this objective we plan to:
-Continue to monitor and analyse whole school attendance data. -Identify barriers to good attendance and punctuality, through meetings and discussing with families. -Continue to build positive relationships with families and put support in place to improve attendance where possible. - Ensure attendance is discussed through Team Around the Family meetings (TAFs) or during core group meetings with social workers if appropriate - Work alongside colleagues from the medical profession who can support parents further, e.g. Family Support Workers.
Progress we are making towards this objective:

9. Monitoring arrangements

The named equality teacher will update the equality information we publish, at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by the governing board and headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Race equality policy
- Gender policy
- Disability and equality policy