

Church Aston Infant School



Equalities Objectives

2017-2018

February 2018

Contents

Disability	3
Race	4
Religion and Belief	5
Sex	6
Gender Reassignment	7
Marriage and Civil Partnership	7
Sexual Orientation	7
Pregnancy and Maternity	8
Age	8

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Each year Church Aston Infant School formulates and publishes specific and measurable equality objectives based on the evidence we have collected and published, in relation to the Protected Characteristics within the Equality Act.

Disability

A person has a disability if she or he 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.

Key disability issues for our school	School's current performance and what impact have we already had	Actions for 2017-2018
<p>Increase in younger pupils with mental health issues</p> <p>Ensuring pupils with medical conditions have appropriate medication easily accessible at all times</p> <p>Monitor achievement data for pupils with special educational need (SEND) and action any gaps.</p> <p>Support parents of children with SEND</p>	<p>Data for 2017 (Inspection Data Summary) is average in terms of the number of pupils with SEN support with 11.5%</p> <p>Year 1 Phonics - 50% of pupils at SEN support achieved the standard compared to 81% of all pupils nationally.</p> <p>By the end of KS1 (2 pupils at SEN support, no pupils with an EHCP).</p> <p>Staff work closely with Health Professionals, parents/carers and other support services to ensure that pupils with medical conditions receive a full education.</p> <p>Our Sport and Physical Education curriculum enables all pupils to take part in ways which are appropriate to their abilities. Any restrictions on a particular pupil's ability to participate in Sport and PE will be clearly identified and incorporated into the pupil's Individual Healthcare Plan.</p> <p>Children with hearing difficulties are sat near the front of the class and facing the teacher or teaching assistant when speaking to them.</p> <p>There is a current increase in younger children with mental health issues. The Headteacher is part of the Telford & Wrekin network group – Future in Mind. Regular staff training sessions look at particular areas of mental health.</p> <p>Steps are taken to reduce or eliminate negative stereotypes of disability across the school and to promote positive understanding.</p> <p>All staff have received training on asthma and have an understanding of signs and symptoms to look out for. There is an Emergency Salbutamol Inhaler in school which can be used with pupils where parents have given their consent.</p> <p>Pupils identified as needing support for fine and gross motor skills are supported through Cool Kids. A daily group that runs for 10 minutes using programme and advice given by the OT team.</p>	<p>Continue provision of an additional Teaching Assistant targeting the individual needs of children identified as being SEN Support.</p> <p>Establish links between home and school for individual pupils and all adults involved.</p> <p>Training for staff to support pupils with complex needs.</p> <p>Review the Individual Provision Maps for children needing additional support</p> <p>Update PEEPs for pupils or adults with an impairment.</p> <p>Take a proactive stance to improve access to the curriculum, our buildings and our services for disabled people.</p> <p>Promote a positive understanding of people with disabilities.</p> <p>Review SEND Policy and School Offer annually.</p>

	<p>Analysis of progress informs provision within the school. Intervention is well focused and aims to accelerate progress so that attainment gaps will narrow.</p> <p>The SENCo is available for discussions with parents of pupils with SEND should they need advice or information about how they are being supported in school. The school website has information to support parents with questions that they may have about SEND in school.</p>	
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Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidently.

Race

Race refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

The school has much lower than national average of minority ethnic groups 3% (NA 31.6%).

The school has above the national average of White British children – 97% (NA 69.3%)

97% of pupils have English as their first language (NA 79%).

Key race issues for our school	School's current performance and what impact have we already had	Actions for 2017-2018
<p>Pupils to gain greater awareness of racial diversity through the PSHE (Personal, Social and Health Education) and SMSC (Social, Moral, Spiritual and Cultural) curriculum</p> <p>To develop pupils' understanding of inappropriate language</p> <p>Support for pupils with English as an Additional Language (EAL)</p>	<p>Pupils with EAL perform in line with or above the national average.</p> <p>All racist incidents are recorded by completing a 'Racial Incident form', and also on the electronic CPOMS confidential recording system. Parents are contacted to explain any actions that have taken place. A review takes place after the incident has occurred to ensure that no further incidents have taken place.</p> <p>Through the PSHE curriculum, pupils gain a greater awareness of key issues through the book 'We are all born free'. This enables the school to routinely cover topics to address race equality. It equips pupils to live in a diverse and multi-ethnic Britain through the curriculum offered.</p> <p>As a school, visitors are welcomed from diverse ethnic backgrounds.</p> <p>As a school we work hard to ensure staff are not reinforcing stereotypes.</p> <p>Pupils are reminded that words are very powerful, words can hurt people's feelings. Once said words can be forgiven but they are not forgotten!</p> <p>Pupils are confident in making the right decisions even when these decisions are difficult.</p>	<p>Continue to develop the PSHE policy "Preparing Children for life in modern Britain"</p> <p>Global themes for the Autumn term 2017. All staff being aware of the cultural diversity within school and how best to celebrate this e.g. 'Magnificent Me' and 'Our Global World'</p> <p>Subscribe to access to the resources from 'Picture News' which address World Issues and link to the British Values.</p>

	<p>The school supports pupils who have EAL with planned interventions depending on their academic and social needs.</p> <p>Use contextual data to improve the ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups of pupils.</p> <p>School buys into a service level agreement with the Local Authority multicultural service when necessary. Support is given in assessing pupils' needs and through the provision of resources.</p> <p>A "translate" facility is available on the school website.</p>	
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Religion and Belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition. All maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE.

Key religion and belief issues for our school	School's current performance and what impact have we already had	Actions for 2017-2018
<p>As the school is not designated with a religious character it must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.</p> <p>The school has a very low number of children with beliefs that are not Christian and very few children who are practising Christians. We</p>	<p>Religion and Belief are addressed in a balanced manner in discussions across the curriculum. Alternatives to religion are given fair treatment in the course of class discussions and assemblies.</p> <p>In Religious Education (RE), specific religions are taught in such a way that pupils learn about what it might be like to be Jewish, Muslim, Buddhist etc. and the day-to-day life of faith groups, not just festivals.</p> <p>A scheme of work has been developed within Telford & Wrekin for RE, and the RE subject leader has adapted it to fit our school's curriculum maps. RE lessons are carefully planned to encourage an overview of all religions so the children develop an understanding of different people's viewpoints and daily lives. The overriding termly global theme supports the children in developing positive attitudes to learning and develops a self-positive view. There are opportunities for pupils to experience places of worships or have visitors in to school. We respect the religious beliefs and practice of all staff, pupils and parents/carers, and comply with reasonable requests relating to religious observance and practice.</p> <p>Regular assemblies along with PSHE & RE lessons are part of the school week and encourage discussions with the children.</p>	<p>Develop the RE curriculum using the Telford and Wrekin Standing Advisory Council for Religious Education (SACRE) Units of work.</p> <p>Include additional Units of work from the Lichfield Diocese.</p> <p>Use Lichfield and Salisbury Diocesan materials to support Assessment judgements for each year group.</p>

work hard to include all members of our school community and celebrate their beliefs as well as educate all children through experiential learning about other faiths.		
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Sex

In the Equality Act sex can mean either male or female, or a group of people like men or boys, or women or girls.

The Equality Act says a person must not be discriminated against because

- They are (or are not) a particular sex.
- Someone thinks they are the opposite sex. This is known as discrimination by perception.
- They are connected to someone of a particular sex. This is known as discrimination by association.

Key sex issues for our school	School's current performance and what impact have we already had	Actions for 2017-2018
<p>There is a greater percentage of boys than girls in school compared to national data – boys 54% (NA 51%)</p> <p>Develop aspirations for both boys and girls.</p> <p>Lack of male role models in school.</p>	<p>There is no significant difference in most subjects in the standards the girls and boys achieve within school</p> <p>EYFS – Children who achieved GLD (2017) 100% girls, 60% boys. Low numbers affect the data but specific issues with writing are already being addressed.</p> <p>Y1 phonics – Children who passed the phonic screening test (2017) 86% girls 92% boys</p> <p>Key Stage 1 - Children achieving the expected standard</p> <ul style="list-style-type: none"> • Reading – 90% girls 86% boys • Writing – 80% girls 86% boys • Mathematics – 60% girls 71% boys <p>As a school, we use contextual data to improve the ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups of pupil. Termly monitoring of progress and attainment is gathered for boys and girls and any action required is put in place quickly. Some classes have a greater number of boys than girls so the curriculum needs to be carefully designed to engage all children. All pupils participate in the same PE lessons and are offered equal opportunities to attend the after school clubs.</p>	<p>To continue to closely track all children in all year groups ensuring that any gaps between boys and girls are identified and targeted.</p> <p>Focus on writing for boys so more achieve a Good level of development at EYFS.</p> <p>Develop male role models for the children.</p>

	During the Summer term, we challenge gender equalities through the 'Expect Respect' PSHE curriculum.	
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Gender Reassignment

The Equality Act 2010 says that you must not be discriminated against because you are transsexual - that is your gender identity differs from the gender assigned to you at birth.

To be protected from gender reassignment discrimination, you do not need to have undergone any specific treatment or surgery to change from your birth sex to your preferred gender. This is because changing your physiological or other gender attributes is a personal process rather than a medical one. You can be at any stage in the transition process – from proposing to reassign your gender, to undergoing a process to reassign your gender, or having completed it. A wide range of people are included in the terms 'trans' or 'transgender' but you are not protected as transgender unless you propose to change your gender or have done so.

Church Aston Infant School does not discriminate against in employment staff who are transgender.

Marriage and Civil Partnership

In the Equality Act marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex.

This has particular application to staff employment policies. Church Aston Infant School does not discriminate against in employment staff who are married or are in a civil partnership.

Sexual Orientation

Approximately 3% of the population are lesbian, gay or bisexual. Developing an inclusive approach to understanding sexual orientation is critical to achieving equality.

Lesbian, gay and bisexual young people have the same needs as all other young people – they want to feel safe, included and are able to fulfil their potential. The whole school should be involved in creating an atmosphere where everyone feels they can be themselves.

Stonewall's research 'The School Report' found that almost two thirds of lesbian, gay and bisexual young people experience homophobic bullying in Britain's schools and 98% hear phrases like "That's so gay" or "You're so gay". School staff are aware of the consequences and what they can do.

The most effective way to prevent homophobic bullying and to ensure lesbian, gay and bisexual young feel included and have the information they need to stay safe, is making the curriculum inclusive of lesbian, gay and bisexual issues.

Key sexual orientation issues for our school	School's current performance and what impact have we already had	Actions for 2017-2018
Address homophobic bullying or	The school immediately challenges any discrimination on the grounds of sexual orientation. Immediate action is taken when a pupil makes inappropriate comments.	Review the Sex and Relationships Policy 2017 ensuring it addresses the need to

<p>language and behaviour</p> <p>To keep children safe from sexual abuse</p>	<p>Weekly assemblies have covered the use of inappropriate name calling. Pupils are beginning to understand the language they use can hurt people.</p> <p>Pupils have been taught 'It's ok to be different' through various assemblies.</p> <p>Adults in school, challenge inequalities throughout the school day whether in the classroom or on the playground.</p> <p>The school is committed to social inclusion and will treat all applicants with equal fairness, respect and dignity in line with the Equality Act 2010. Lead interviewers have attended the safer recruitment training.</p>	<p>equip pupils to live in a society that recognises same sex relationships on an equal basis as opposite sex relationships.</p>
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Pregnancy and Maternity

The Equality Act recognises that Pregnancy and Maternity is a Protected Characteristic. Church Aston Infant School is bound by the Public Sector Equality Duty in terms of its treatment of pupils, families and staff.

This has particular application to staff employment policies. It is important to ensure that all policies do not treat any person unfairly who is pregnant or who has recently given birth and that the person is not discriminated against.

Age

The Equality Act protects people from unfair treatment on the grounds of age. In terms of the school population, the Equality Act recognises that people aged below 16 can be treated differently and the Act is aimed at unfair treatment that is not justified by the policies of the school. This has particular application to staff employment policies.

There may be cases where a pupil's prime carers are teenagers, young adults, or grandparents, and that age equality can apply to norms and expectations that parents fit a standardised age group.