

Stillness Infant School Single Equality Scheme

(Statutory)

2020-2024

Stillness Infant School

Single Equality Scheme 2020 - 2024

EQUALITY STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions **(we will not publish any information that can specifically identify any child)**
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- admissions
- attendance
- attainment
- exclusions
- prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships and a shared sense of belonging
- observe good equalities practice, including staff recruitment, retention and development
- aim to reduce and remove existing inequalities and barriers
- consult and involve widely
- strive to ensure that society will benefit

Our ethos at Stillness Infant School

At this school:

- staff, children, parents and governors work together
- everyone is special and enriches the life of the school
- quality teaching and learning come first
- hard work and positive achievement are always rewarded
- we are kind to each other
- we are always ready to listen
- we take pride in ourselves
- we make our visitors welcome

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole school's responsibility.

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.

	Design and deliver an inclusive curriculum. To be aware of the responsibility to record and report prejudice related incidents.
Support Staff	Support teaching staff and senior staff in the above.
Parents	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head teacher on how pupils and parents/carers, staff and the wider school community is tackling inequality and achieving equality of opportunity for all.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Scheme and our published equality information and equality objectives by publishing them on the school's website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and the Governing Body.

Monitor and Review

The Single Equality Scheme is linked to the school development plan and includes targets determined by the governing body for promoting equality. As part of the regular schedule for monitoring policies and other aspects of school life, details of how our school is complying with the public sector equality duty will be reviewed by Governors at least yearly. We will update our equality objectives in the light of our review of activities and information gathering undertaken at least once every four years.

Any pattern of inequality found as a result of this monitoring will be used to inform future planning and decision-making. The Head teacher provides monitoring reports termly to Governors.

Stillness Infant School Equalities Information and SMART Objectives

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils

The school has identified the following equality objectives:

1. To explore and understand the issues of our Black Caribbean (BCRB) families so that the school can close the attainment gap in Reading, Writing, and Maths at the end of KS1.
2. To ensure that lesson planning, resources, and displays around the school reflect the diversity of our families.
3. Celebrate our school's cultural diversity to increase children's and families awareness and understanding of our different communities.
4. To monitor and track the progress of children with SEN and develop staff knowledge and skills when supporting them.

Attainment

- 1. Equality Objective:** To explore and understand the issues of our families where English is not their first language.

Why: Our school's statistics show that 33% of our families do not have English as a primary language. Over 35 languages are represented across the school. We need to ensure that the children of these families are given the opportunities to fully develop their English

language skills in order to achieve their academic potential. The importance of teaching vocabulary is crucial to academic success, for example, they may have learnt basic vocabulary used at home (Tier1) e.g. sand, beach, or sea, but they will not be familiar with associated vocabulary (Tier 2 – high frequency words across different areas of learning e.g. rough sea, rough sandpaper) These words allow children to describe and understand things in more detail. Tier 3 words are low frequency, context specific vocabulary e.g. bay, harbour, cove, ocean, tide. This explicit teaching of tiered vocabulary is included in our School Development plan for 2020-21.

- How:** Identify any barriers to learning at school, utilising the expertise of our new Learning Mentor.
Target the families at the earliest opportunity to engage in Family Learning activities.
Utilise the expertise of the school admin staff in engaging with families where we know there is limited English. This will ensure that they are confident in approaching the school and can access the school communications effectively. Target known families with a phone call or chat at drop-off times to check they have understood what to do at whole school events e.g. ‘Dress in green day’ for McMillan Cancer Research, so they are not excluded.
Systematic teaching of tiered vocabulary for topic work.
Ensure that different cultures are represented within our curriculum e.g. a range of texts that reflect our different cultures.
Pre-teaching Tier 3 vocabulary relating to our topic curriculum, included as part of home learning.
Display and include key vocabulary within our Knowledge organisers and curriculum plans.
- Outcome:** Most children who do not have English as their first language will achieve at least the expected levels in reading, writing and maths at KS1.

Prejudice related incidents

2. Equality Objective: To ensure that lesson planning, resources, and displays around the school embrace family diversity.

Why: Our school community is made up of many different family structures. Our school embraces family diversity; we hope that families of all kinds feel welcome as soon as they enter the school. Children of all racial and ethnic backgrounds and with all kinds of family structures see families like theirs reflected in the books in their classrooms, in the images on displays and in the curriculum. Children feel comfortable talking about their families whether they have two dads or mums, a grandmother as a primary carer, or a parent living in another country.

Family diversity should be a consideration in every part of our school community. In this inclusive environment, diverse families are normalised and children aren't singled out or harassed, excluded or bullied because their family is "different."

How: Our topic based curriculum plans will reflect the diversity of our families.
Senior leaders and curriculum leaders will monitor lesson planning to ensure there are opportunities to discuss different families and cultures.
We will actively choose resources that challenge stereotypes and reflect a range of alternative family structures.
We will ensure that displays in classes and around the school reflect our community.

Outcome: The school will reflect an inclusive environment, where diverse families are 'normalised' and children feel safe and happy.

Race and Religion

3. Equality Objective: Celebrate our school's cultural diversity to increase children's and families awareness and understanding of our different communities.

Why: We want all cultures to feel valued and represented within all aspects of our school community.

How: We will ensure that all year groups have a range of cultural activities planned on their long term and medium term plans.
Teachers will consider how to best represent different cultures and customs across their topics to embrace different communities.
We will ensure that there are a wide range of events celebrated throughout the year in lessons, whole school assemblies, and family events e.g. International evening.

Outcome: All communities will feel valued and celebrated within our school.

Disability

4. Equality Objective: To monitor and track the progress of children with SEN, and develop staff knowledge and skills when supporting them.

- Why:** We want to advance equality of opportunity for all our children with SEN. We want our staff to be confident in supporting them to ensure they make good progress.
- How:** Senior leaders will meet with teachers termly to evaluate the progress of children with SEN.
The Inclusion manager will support teachers with resources and ideas for teaching children with SEN, ensuring that the recommendations from outside agencies are implemented within the classroom.
The impact of interventions for the children will be evaluated at least termly by senior leaders and appropriate actions implemented.
The progress of children with Education Health Care Plans will be evaluated against targets set.
- Outcome:** All staff will have the knowledge and skills to effectively support the learning of children with SEN, resulting in good progress for all across the school.

The equality objectives for Stillness Infant School are contained within the School Development Plan, and are monitored by the governing body.