



DOGSTHORPE INFANT SCHOOL

Equality Information & Objectives

Ratified by: Policy Committee

Date: 26/11/19

Minute: 6.2

Review Date: Annually

Welcome to our school family where children are...

★ inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.

★ nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.

★ little stars who deserve to shine.

Policy Overview.

What is the policy for?

The policy is for all members of the Dogsthorpe Infant School community so that there is common understanding about what we expect from our children, families and staff. The policy also ensures staff are aware of pupils legal entitlement to their education irrespective of race, gender, disability, background.

Who has devised and contributed to this policy?

This policy has been initially devised by the Head Teacher and Governors

How will this policy be communicated?

The policy is available on the school website and a copy is available from the school office.

How will this policy be monitored?

The policy will be monitored by the SLT and Governors. Racial incidents will be recorded to LA and FGB.

Which other policies are linked to this policy?

SEND Policy
Curriculum policies
Anti-bullying policy
Equality & Diversity Policy for school staff

Introduction.

At Dogsthorpe Infant School we are committed to fairness and equality in everything that we do.

- We try to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our school council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

As a public body, we aim to comply with the public sector equality duty aims to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

We also welcome our specific duties to:

- Publish equality information to show how we comply with the equality duty.
- Publish measurable equality objectives to address particular inequalities, barriers or challenges that we identify.

1. Information about the diversity of the school population.

1.1. School Overview

Dogsthorpe Infant School is an inner city school with a very multicultural community. The ethos of the school is based on a family feel which is underpinned by a very clear set of values. The school has a PAN of 270. In April 2017 we accepted a bulge class in Reception meaning that in Sept 2018 there were 293 pupils in school. Our ASP for 2018-19 shows that our social deprivation is 0.32 compared to 0.21 nationally meaning we are in the top quintile for deprivation. 50.5% of our pupils are EAL compared to 21.2% nationally.

1.2. Disability and special educational needs – September 2019 data:

EYFS = 7 children = 8% 2 EHCP
Year 1 = 10 children = 11% 1 EHCP
Year 2 = 13 children = 14% 2 EHCP
Total 30 children = 11% of whole school

The needs of our SEND pupils range from global delay, speech and communication developmental issues, sensory needs and ASD.

1.3. Ethnicity

Dogsthorpe Infants is a diverse community of learners. As of September 2019 we have 54% (147 pupils) who are from an ethnic minority group.

The breakdown of Ethnic groups is as follows:

41% White British
18% White European
16% Pakistani Heritage
4% Any Other Asian Background
3% White & Black Caribbean
2% Any Other Ethnic Group
2% White & Asian
2% Any Other Mixed Background
2% White Other
1% White & Black African
1% Portuguese
1% Black Caribbean
0.3% Black African
0.3% Bangladeshi
0.3% Indian

50% (134 pupils) are recorded as EAL.

1.4. Gender

As of September 2019, we have 56% Boys (151) and 44% Girls (119) on roll.

1.5. Religion & Belief

At September 2019, our data shows:

No religion	89 pupils	33%
Muslim	80 pupils	30%
Christian	69 pupils	26%

Other Religion	25 pupils	9%
Not specified	6 pupils	2%
Hindu	1 pupil	0.3%

1.6. Sexual Orientation

- We do not collect data on the sexual orientation of our pupils.
- We are aware that there may be a number of equality issues for gay, lesbian and bisexual young people. We take seriously any incidents of homophobic bullying and use of homophobic language, such as use of the word 'gay' to mean something is bad or rubbish.
- Our behaviour policy promotes safety for all groups of pupils, regardless of sexual orientation.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through how we promote spiritual, moral, social and cultural (SMSC) development.

1.7. Gender Identity or reassignment

- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- Although it is rare for infant school pupils to undergo a process of gender reassignment, if this happened it would always be managed with care and sensitivity.
- We recognise that people who are undergoing a process to reassign their gender can experience discrimination and harassment.
- Our behaviour policy promotes safety for all groups of pupils, regardless of gender identity.
- We will always tackle any incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.

2. The Public Sector Equality Duty.

2.1. What we do to eliminate discrimination, harassment and victimisation:

- Our school behaviour policy addresses all types of bullying and harassment, including that related to protected characteristics.
- Our home-school agreement sets out the standards of behaviour we expect from all pupils, including respect for others.
- We do not tolerate any form of unlawful discrimination, harassment or victimisation, or any type of bullying related to protected characteristics.
- We review data on prejudice-related incidents, to identify any patterns. This helps us to identify any concerns and take action to reduce such incidents.
- When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- Our admission arrangements, dealt with by the Local Authority, are fair and transparent. In developing them we have considered equality issues to ensure that any prospective pupils are not treated less favourably on the grounds of any protected characteristic.
- Our approach to promoting pupils' spiritual, moral, social and cultural (SMSC) development emphasises values such as respect, kindness and empathy. This is key

to how we promote positive relationships and prevent discriminatory and prejudiced attitudes.

- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We do not discriminate against staff in relation to recruitment, terms and conditions of employment, promotions, transfers, dismissals, or leave and disciplinary procedures because of any protected characteristic.
- All staff at the school have the right to work without fear of discrimination, harassment or victimisation. All staff have the responsibility to ensure that the rights of others are protected, and to record any incident of prejudice or discriminatory behaviour using appropriate referral procedures.
- We have a staff and governors code of conduct that sets out the standards of professional behaviour expected from all members of staff and members of our governing body.

2.2. What we do to advance equality of opportunity:

General.

- We ensure equality of access for all learners to a broad and balanced curriculum relevant to pupils' diverse needs.
- Learners are encouraged to participate in all areas of school life. We ensure that learners with difficulties that affect their learning, behaviour and social and emotional development are appropriately supported so that they have access to all the learning and social opportunities that the school offers.
- In planning work and activities, staff assess the possible impact of what is planned for different individuals and groups, and make any appropriate changes and adjustments to ensure access, participation and learning for all learners.
- Data is gathered regularly on all aspects of learner achievement and attainment. It is analysed in relation to different groups of pupils: gender, ethnicity, SEND, disability, looked after pupils and Pupil Premium. If any groups of learners are seen to be making slower progress or doing less well than we expect, action is then taken to investigate the factors behind this, and develop interventions where appropriate.
- We monitor the attendance and punctuality of different groups of learners and address any issues promptly to ensure equality of access to learning.

Disability

- One of our ongoing school priorities is to ensure that children with identified SEND make at least good progress from their starting points.
- We have a Special Educational Needs policy that outlines the provision the school makes for pupils with disabilities and special educational needs.
- We have an accessibility plan that aims to increase the extent to which all pupils can participate in the curriculum, improve the physical environment of the school and increase the availability of accessible information to disabled pupils.
- We take steps, by making reasonable adjustments, to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- All children participate in school events regardless of their learning or physical needs.

Ethnicity

- We set targets to improve the attendance, attainment and progression rates of particular groups of pupils.

- We identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.

Gender

- One of our ongoing school priorities is to ensure that boys make the similar rapid and sustained improvement in reading, writing and maths as girls.
- We monitor the attainment of all our pupils by gender.
- We take a 'which boys?', which girls?' approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We identify and address any barriers to the participation of boys and girls in activities and learning. We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with fathers/male carers and drawing them into school life.
- Continuing to provide opportunities for both male and female parents and carers to be involved in the work of the school and contribute to their children's learning and progress e.g. our annual 'Father's Day Session' where we see at least 90 males coming in to learn alongside their child.

Gender reassignment

It is rare for pupils - particularly very young pupils - to want to undergo a gender reassignment, if a pupil does so a number of issues arise that will need to be sensitively handled, including transphobic bullying. If this situation arose, then we would ensure that staff receive the appropriate training to deal with this.

Religion and belief

- The school respects the religious beliefs and practice of all staff, pupils and parents. We comply with all reasonable requests relating to religious observance and practice. For example, being aware of dates for EID and ensuring parents/carers know how to apply for authorised leave and providing a prayer space for Muslim staff.
- We follow the current Peterborough Agreed Syllabus which provides children with opportunities to learn about and reflect upon their own beliefs and the beliefs of others.
- Our daily Collective Worship (Shine Time) is of a broadly Christian nature and also includes stories from other world religions. Visitors from different religions are invited to lead Shine Time.
- We aim to tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life.
- Parents/staff from different religions are invited in to share their beliefs and culture with the children to support learning.

Sexual orientation

- Our school ethos emphasises that we celebrate difference and diversity to enable pupils to develop understanding and respect for one another.
- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We ensure that gay, lesbian and bisexual staff feel comfortable, and are supported to be open about their sexual orientation.

2.3. Examples of what we do to foster good relations

General

- Our revised Vision and 'Shine Values' reflect our commitment to developing positive relations and respect for difference and diversity.
- Through the specific references to respect, kindness and empathy, our vision and values promote pupils' spiritual, moral, social and cultural (SMSC) development.
- We are committed to prepare our learners for life in modern Britain, and we ensure that there are activities and opportunities across the curriculum that develop pupils' understanding, skills, positive attitudes and respect towards different faiths and cultures.
- We have a planned programme of Shine Times that support pupils' SMSC development, including valuing and respecting others and challenging stereotyping and inappropriate attitudes and behaviours.
- Our curriculum is supported by materials and resources that reflect the diversity of the school population and local community in terms of ethnicity, disability, gender, sexual orientation and religion and belief. We believe all learners should see non-stereotyped and positive role models and images of people from diverse groups.
- All parents are invited to open afternoons where they can co-learn with their children.

Disability

- We respond to any disablist bullying or harassment in line with school policies.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum has positive images of disabled people.

Ethnicity

- We respond to any racist bullying or harassment in line with school policies.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events such as cultural days where we invite parents in to share their knowledge and skills.

Gender

- We ensure we respond to any sexist bullying or sexual harassment in line with school policies.
- We ensure that positive, non-stereotypical images of women and men, girls and boys are used across the curriculum.

Gender reassignment

If this arose we would:

- Aim to tackle all incidents of bullying whether these are directed at transgender pupils, teachers and other members of staff, parents and carers, or transgender people in the community.
- Ensure that all staff, including lunchtime supervisors and teaching assistants, have received information and training in how to deal with transphobic language and bullying.
- Review our curriculum, including PSHE and citizenship, to ensure that pupils develop understanding of and respect for difference, and challenge negative stereotypes.

Religion and belief

- Our provision for pupils' spiritual, moral, social and cultural (SMSC) development enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Our RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We tackle any incidents of bullying or harassment on the basis of faith and belief, in line with the school's anti-bullying policy.

Sexual orientation

- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and elsewhere.
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's okay to be different.
- Posters, pictures and resources around the school are chosen to reflect the full range of families.

3. Our Equality Objectives 2015-2019.

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information, and focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

The attendance rate of Pakistani Heritage pupils and AOWB pupils will be at least 95%.

Why we have chosen this objective:

- Attendance of both groups is consistently/historically 95%. The main cause of this was requests for extended leave which was unauthorised.
- The attainment and progress of Pakistani Heritage pupils was less than good; attendance being a contributory factor to this.

Progress we are making towards achieving this objective:

2015-16 REVIEW.

July 2016 Attendance data:

Pakistani Heritage pupils = 93.19%

This even lower than 2014-15 data for this group. The main factor for this is requests for long leave of absences. Despite penalty fines being issued, parents still made the decision to take their children out of school. 7 requests made and 6 PN issued.

AOWB = 94.92%

This has increased from 94.38% in 2015-16. Some concerns around the validity of medical notes from a private practice have been investigated. 14 requests for leave were requested with only 4 penalty notices being issued due to absence being less than 3 days or exceptional circumstances.

2016-17 REVIEW

Pakistani Heritage pupils = 93.74%

This is a very slight improvement on 2015/16 data for this group. The main factor for this still remains requests for long leave of absences and we had a child on long term sick due to a heart operation. This year the LA removed the issuing of Penalty Notice fines for leave of absence so there was no consequence of removing your child from school for a lengthy absence.

AOWB = 95.51%

This has increased and has now met our target however this continues to be a group that takes regular leave of absence and therefore we will continue to monitor closely

2017-18 REVIEW

Pakistani Heritage pupils = 94.01%

We are pleased to see another increase compared to 2016-17 data. The attendance of PH pupils has now risen by 0.82% since July 2016. We acknowledge this is still below our target. The main factor for this still remains requests for long leave of absences. We utilise the penalty fining system to best effect to support with this.

AOWB = 93.84%

We are disappointed to see a decline in attendance of this group. The main impact was a long-term absence of a pupil due to medical needs.

2018-19 REVIEW

Pakistani Heritage pupils = 94.15%

We are pleased to see a small increase compared to 2017-18 data. The attendance of our PH pupils has now risen by 0.96% since July 2016. We acknowledge that this is still below our target of 95% but the main reason for not achieving this is still mainly down to leave of absences taken during term time. We continue to utilise the fining system to best support with this.

AOWB = 94.50%

We are pleased to see an increase with this group of pupils compared to 2017-18. However, we acknowledge a decline since July 2016. We have rigorous systems in place to deal with absences but extended leave of absence taken during term time continues to have an impact on this group. We continue to utilise the fining system to best support with this.

Equality objective 2:

To improve the progress of SEND children in KS1.

Children with identified SEND will make at least 4 steps progress over the year (compared to 5/6 for non-SEND pupils).

Why we have chosen this objective:

- With the exception of Reading in Year 1, the progress of SEND pupils in Key Stage One in 2014-15 was inadequate.

Progress we are making towards achieving this objective:

2015-16 REVIEW.

End of Year 1 2015-16 data:

Of the 8 SEN children...

50% made 4 steps+ progress in Reading

62.5% made 4 steps+ progress in Writing

75% made 4 steps+ progress in Maths

75% made 3 steps+ progress in Reading

87.5% made 3 steps+ progress in Writing

100% made 3 steps+ progress in Maths

End of Year 2 2015-16 data:

Of the 12 SEN children...

50% made 4 steps+ progress in Reading

41.7% made 4 steps+ progress in Writing

66.7% made 4 steps+ progress in Maths

67% made 3 steps+ progress in Reading

91.7% made 3 steps+ progress in Writing

91.7% made 3 steps+ progress in Maths

2016-17 REVIEW

End of Year 1 2016-17 data:

Of the 12 SEN children...

58% made 4 steps+ progress in Reading

92% made 4 steps+ progress in Writing

92% made 4 steps+ progress in Maths

75% made 3 steps+ progress in Reading

92% made 3 steps+ progress in Writing

92% made 3 steps+ progress in Maths

End of Year 2 2016-17 data:

Of the 15 SEN children...

67% made 4 steps+ progress in Reading

40% made 4 steps+ progress in Writing

73% made 4 steps+ progress in Maths

73% made 3 steps+ progress in Reading
73% made 3 steps+ progress in Writing
100% made 3 steps+ progress in Maths

2017-18 REVIEW

End of Year 1 2017-18 data:

Of the 9 SEN children...

78% made 4 steps+ progress in Reading
78% made 4 steps+ progress in Writing
100% made 4 steps+ progress in Maths

78% made 3 steps+ progress in Reading
89% made 3 steps+ progress in Writing
100% made 3 steps+ progress in Maths

End of Year 2 2017-18 data:

Of the 10 SEN children...

80% made 4 steps+ progress in Reading
60% made 4 steps+ progress in Writing
90% made 4 steps+ progress in Maths

90% made 3 steps+ progress in Reading
90% made 3 steps+ progress in Writing
90% made 3 steps+ progress in Maths

2018-19 REVIEW

Please note: we changed our approach to progress for this year. However, we have measured this target using the same criteria to ensure a consistent, comparable evaluation.

End of Year 1 2018-19 data:

Of the 12 SEN children... (2 x EHCPs)

58% made 4 steps+ progress in Reading
67% made 4 steps+ progress in Writing
75% made 4 steps+ progress in Maths

92% made 3 steps+ progress in Reading
83% made 3 steps+ progress in Writing
100% made 3 steps+ progress in Maths

End of Year 2 2018-19 data (includes bulge class):

Of the 10 SEN children...

40% made 4 steps+ progress in Reading
20% made 4 steps+ progress in Writing
50% made 4 steps+ progress in Maths

40% made 3 steps+ progress in Reading
40% made 3 steps+ progress in Writing
50% made 3 steps+ progress in Maths

Equality objective 3:

To increase parental engagement for Pakistani Heritage pupils:

- The number of Pakistani Heritage parents attending parents evenings will have increased by 20%.
- 50% of Pakistani Heritage parents will have attended at least one open afternoon to co-learn with their child.

Why we have chosen this objective:

- Attendance of Pakistani Heritage parents at parents evenings was 55% in Autumn 2014 and 70% in Spring 2015.
- Attendance of Pakistani Heritage parents at school events is 26%.

Progress we are making towards achieving this objective:

2015-16 REVIEW.

Parents Evenings:

Autumn = 65% - 10% increase on Autumn 2014

Spring = 68% - 2% decrease on Spring 2015

At least one co-learning afternoon:

Reception (10) = 50%

Year 1 (13) = 69%

Year 2 (11) = 36%

2016-17 REVIEW

Parents Evenings:

Autumn = 66%

Spring = 64%

At least one co-learning afternoon

Reception (15/17) = 88%

Year 1 (9/11) = 82%

Year 2 (11/16) = 69%

2017-18 REVIEW

Parents Evenings:

Autumn = 79%

Spring = 79%

At least one co-learning afternoon

Reception (10/11) = 91%

Year 1 (16/21) = 76%

Year 2 (11/11) = 100%

2018-19 REVIEW

Parents Evenings:

Autumn = 70%

Spring = 70%

At least one co-learning afternoon

Reception 8/9 = 89%

Year 1 = 13/14 = 93%

Year 2 = 17/20 = 85%

Whilst we acknowledge the attendance at parents' evenings of PH parents is variable, we are very pleased with the increase in the number of parents attending co-learning events. The target was set due to only 26% of this group attending events and now we have at least 85% attending at least one event during the year.

Conclusion of Equality Objectives 2015 - 2019

The Governors feel that the Equality Objectives for 2015-2019 objectives have now been met.

The Equality Objectives for 2019 – 2023 will be:-

Equality Objective 1:

To increase attendance by:

- **Improving the attendance of key groups: Pupil Premium, SEND, EAL, Pakistani Heritage and AOWB.**
- **Implementing a more rigorous approach to children who are persistently late.**

Why we have chosen this objective:

- The attendance of key groups was below 95%.
- We saw an increase in the number of lates during 2018-19.

Equality Objective 2:

To close the attainment gap between boys and girls in Phonics and Writing.

Why we have chosen this objective:

- The current gap between boys and girls at the end of KS1 in Writing is 18% compared to a National gap of 13%.
- The current gap between boys and girls in the Phonics Screening Check is 14% compared to a National gap of 7%.

Equality Objective 3:

To close the attainment gap in Phonics (End of Y1) between:

- **English as a first language pupils in school and 'All Pupils' nationally.**
- **English as a second language pupils in school and 'All Pupils' nationally.**

Why we have chosen this objective:

- The current gap between English as a first language and 'All Pupils' is 13%.
- The current gap between English as a second language and 'All Pupils' is 10%.