

Equality Objectives and action plan

2024 – 2027

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity. Marriage and civil partnerships and age are also 'protected characteristics', but do not apply to our provision for students. Under the Act, the school is expected to comply with the Public Sector Equality Duty.

This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

As a public organisation, we are required to publish information to show compliance with the Equality Duty. This is done via our Equality Policy and also publish Equality Objectives which are specific and measurable. Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality. Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

Context and attainment

John T. Rice Infant and nursery school serves a predominantly White British community. Vulnerable groups are closely monitored through our tracking system. We have a fairly equal percentage of girls and boys in the school and a very low percentage of pupils from ethnic minority groups; in 2022 5.5% of our pupil population were from ethnic minority groups.

In 2024 the school had 6 out of 17 possible ethnic groups. This data is collected from our own records, as the government no longer publish national data. Due to the small number it is difficult to comment on this data without identifying pupils, however a detailed breakdown can be obtained on request.

John T. Rice Infant and nursery school analyses attendance by SEN, Ethnicity, FSM and gender. This information can be obtained on request. Systems are in place to support families with poor attendance. The National Government focus is currently on the following groups: SEN, FSM, First language not English and the school deprivation indicator and there is no longer a comparison between minority groups and attainment. A very small proportion of pupils do not have English as their first language, in 2024 this figure stood at 7.4%, compared to 21% nationally.

Levels of deprivation in the area are high resulting in the school location deprivation indicator shows the school is within the top 20% of most deprived areas.

The percentage of pupils known to be Free School meals is 29%, which is slightly higher than national average.

15% of pupils have SEN support compared to 13.6% nationally.

We have analysed data on pupils attending after school clubs (for example Multi-skills, homework club, Alfa Club etc) by Ethnicity, SEN, FSM and EAL and it is evident that these clubs are accessed by many pupils from these groups thus demonstrating our policy and practices are inclusive.

The pupils at John T. Rice Infant and Nursery school feel safe and are taught to adopt safe practices. A supportive anti-bullying and Equality Policy is in place. The school takes part in Anti-Bullying week and we plan on taking part in the diversity week later in the summer term in order to celebrate difference and acceptance and tolerance of people from different backgrounds.

Prejudiced based incidents take place very infrequently but as a school we are mindful of the importance of ensuring our children have opportunities to find out about, understand and respect difference and view diversity positively and more work on this is ongoing.

Equality objectives:

Aspect of the Equality Duty and issue identified	Objective	Activities	Responsibility	Measure	Agreed Outcome
Protected Characteristic – ethnicity (Race)					
Awareness of different races	To celebrate the different languages spoken at John T. Rice Infants and support families at school with EAL.	<ul style="list-style-type: none"> Display the different language spoken by the races within class on each of the classroom doors. Display the different languages spoken in each class in the hall. 	Head Teacher Teaching staff	<p>Different languages are displayed around school that are spoken in each class.</p> <p>Children are able to answer the register in a range of languages.</p>	<p>A range of languages are displayed on each classroom door and in the hall.</p> <p>Children are being introduced to languages used in class and respond to the register using them.</p>
Protected characteristic – Disability/ SEND					
Attainment of children with SEND	Increase the progress of SEND pupils across the school.	<ul style="list-style-type: none"> Liaise with external agencies specialising in quality provision. Quality CPD for all staff to enhance provision for SEND children. 1:1 support where necessary Targeted intervention based upon the 	Head Teacher All staff	<p>External agencies contacted and liaised with fully.</p> <p>CPD bought in and utilised fully throughout the year to support SEND pupils.</p>	<p>Staff are more confident in supporting a range of children and their bespoke needs.</p> <p>Professionals are frequently in school share expertise with</p>

		needs of SEND pupils. <ul style="list-style-type: none"> • Close tracking of small steps of progress. • Support from Physical Disability Support Services • Development of a SEND sensory zone for children. 		Tracking of small steps shows all SEND pupils have made at least good progress. Tracking of the effectiveness of the zone.	adults in school working with children. Children are settled and regulated when working in the zone area.
All protected characteristics					
Provision of a welcoming, inclusive environment.	To provide an inclusive, welcoming environment for parents to fully support their children.	<ul style="list-style-type: none"> • Weekly well done parents assemblies • Parent open days throughout the year – craft drop in sessions. • Encourage a diverse and well attended PTA 	Head Teacher All staff	Well done assemblies well attended. Parent open days well attended and feedback positive. PTA numbers increase and all groups are well represented.	Parents feel they can share concerns in a receptive manner. Parents feel welcomed and attend events and assemblies well.
All protected characteristics					
Celebration of difference.	To provide opportunities for children to talk about and celebrate differences in people/ families.	<ul style="list-style-type: none"> • Take part in the Diversity week • Invite parents into school to celebrate the children's achievements during Diversity week. 	Head teacher Staff	Children have enjoyed Diversity week. Parents/ carers have taken part in Diversity activities with children. Children are able to explain some ways we are different and how this makes our school community better.	All children have taken part and learnt during diversity week. All parents have been informed of diversity week. Children are able to say how we are all different.

