

## Equality Objectives and action plan

2021 – 2024

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 2022 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 2022 this figure stood at 4.9%, compared to 21% nationally.

Attainment in writing for this group of pupils at the end of Key stage 1 was 75% of pupils reached the expected standard in reading compared to the National Benchmark of 67%, writing was 50% compared to

the National Benchmark of 59%, in Maths, attainment was 75% reaching expected standard compared to 68% 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 23%, which is in line with the National average of 23%. Attainment at the end of Key Stage 1 for this group of children was 63% in reading reached the expected standard compared to 67% Nationally, 57.9% in writing compared to 58% and 52.6% in Maths compared to 68%.

22% of pupils have SEN support compared to 12.6% 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	Outcome
<b>Protected Characteristic – ethnicity (Race)</b>					
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"> <li>Display a range of languages in the reception area of school.</li> <li>Display a range of simple words in a range of languages in classrooms (focus upon an EAL children's home language)</li> <li>Staff teach children in class a range of languages to answer the register.</li> </ul>	Head Teacher Office Manager  Teaching staff	Different languages are displayed around school.  Children are able to answer the register in a range of languages.	A range of languages are displayed in the reception area.  Children are being introduced to languages used in class and respond to the register using them.
<b>Protected characteristic – Disability/ SEND</b>					
Attainment of children with SEND	Increase the progress of SEND pupils	<ul style="list-style-type: none"> <li>Liaise with external agencies specialising in quality provision.</li> </ul>	Head Teacher All staff	External agencies contacted and	Included on 2022 SIP

	across the school.	<ul style="list-style-type: none"> <li>• Quality CPD for all staff to enhance provision for SEND children.</li> <li>• 1:1 support where necessary</li> <li>• Targeted intervention based upon the needs of SEND pupils.</li> <li>• Close tracking of small steps of progress.</li> <li>• Support from Physical Disability Support Services</li> </ul>		<p>liaised with fully.</p> <p>CPD bought in and utilised fully throughout the year to support SEND pupils.</p> <p>Tracking of small steps shows all SEND pupils have made at least good progress.</p>	
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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"> <li>• Run a parent/ carers coffee club</li> <li>• Weekly well done parents assemblies</li> <li>• Parent open days throughout the year – craft drop in sessions.</li> <li>• Encourage a diverse and well attended PTA</li> </ul>	Head Teacher All staff	<p>Coffee clubs well attended and feedback good.</p> <p>Well done assemblies well attended.</p> <p>Parent open days well attended and feedback positive.</p> <p>PTA numbers increase and all groups are well represented.</p>	
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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"> <li>• Take part in the Diversity week (June 26<sup>th</sup> 2023)</li> <li>• Invite parents into school to celebrate the children's achievements during Diversity week.</li> </ul>	Head teacher Staff	<p>Children have enjoyed Diversity week.</p> <p>Parents/ carers have taken part in Diversity activities with children.</p> <p>Children are able to explain some ways we are different and how this makes our school community better.</p>	
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