



GEOFFREY FIELD INFANT SCHOOL

Equality Policy

Introduction

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of the following **protected characteristics**:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment (for pupils and adults)
- pregnancy or maternity

Please note it is also unlawful to discriminate because of age in relation to employment but this does **not** apply to pupils in schools.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom a pupil associated.

The 2010 Equality Act defines four kinds of unlawful behaviour. These are:

- direct discrimination
- indirect discrimination
- harassment
- victimisation

Direct discrimination occurs when one person treats another person less favourably, because of a protected characteristic.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without the characteristic.

Harassment is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.”

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act.



The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

The act also introduced a Public Sector Equality Duty (PSED) which promotes equality for all. It requires public bodies such as schools to **have due regard to the need to:**

- eliminate unlawful discrimination
- advance equality of opportunity
- foster good relations between people from different equality groups

1. Eliminate unlawful discrimination

Evidence of compliance can be found in:

- Staff induction handbook
- SEN and inclusion policy
- Behaviour policy including racist behaviour
- Anti-bullying policy
- Safeguarding policy
- Minutes of Governing Body meetings
- Curriculum map
- Recruitment and selection policy

2. Advance equality of opportunity

Evidence of compliance can be found in:

- Targets set and data tracking the attainment and progress of individuals, groups and cohorts of children (ensuring that no individual, group or cohort of children is underachieving)
- Reports of data analysis to staff and governors
- Attendance data of all pupil groups
- SEN and inclusion policy
- Behaviour policy including racist behaviour
- Anti-bullying policy
- Safeguarding policy
- Provision map
- Liaison with professionals



- Medical advice sought and plans put into place for children with conditions that may impact upon them in school
- Minutes of Governing Body meetings
- Entry to school (transition) arrangements
- Nursery admissions

3. Foster good relations between people from different equality groups

Evidence of compliance can be found in:

- Personal, Social and Health Education scheme of work
- Curriculum units of study
- Behaviour policy including racist behaviour
- Anti-bullying policy

Please note these lists are not exhaustive.

Schools also have a responsibility to carry out the following specific duties by April 2012:

- publish equality objectives by 6 April 2012 and every four years thereafter
- publish information annually from 6 April 2012 to demonstrate how they are complying with the public sector equality duty

A copy of the Equality Policy is available upon request at the School Office.

Characteristics of our school (June 2020)

Year Group	Girls		Boys		EAL		Ethnic Minority		SEN		FSM	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
N	24	46	28	54	19	38.7	28	54	6	12	11	22
R	44	49	46	51	35	38.7	45	50	10	11	26	29
1	39	43	51	57	39	43	54	60	15	17	29	32.2
2	50	56	39	44	39	43	50	56	17	19	37	41.5

Commitment statements

In accordance with the school values of respect, integrity and empowerment we respect the equal rights of all our pupils and will educate them about equality. We also respect the equal rights of our staff and other members of the school community.

1. We are strongly committed to providing equality of opportunity for all pupils regardless of:
 - race
 - disability



- gender
- religion or belief
- gender reassignment
- sexual orientation
- association with any of the above

2. We are committed to working towards equality for all and to combatting discrimination, harassment and victimisation. We actively implement preventative measures to achieve this across all areas, including:

- pupils' personal development and pastoral care
- pupils' behaviour (including exclusions)
- teaching and learning
- pupils' progress, attainment and assessment
- the curriculum
- admissions and attendance
- staff recruitment and professional development
- partnerships with parents and communities

3. We actively promote the development of good relations between all groups of people.

4. We record and investigate incidents related to any type of discrimination. Any necessary follow up actions are taken.

5. We ensure that every pupil, irrespective of gender, race, disability, religion or belief, sexual orientation or gender reassignment is able to achieve high standards and that strategies are in place to address underachievement.

6. We ensure that every pupil has access to the necessary teaching and support required to enable them to make good progress.

7. We will make any reasonable adjustments to minimise the impact of individual circumstances (for example, medical conditions) on a child's learning.

8. We liaise with relevant professionals to ensure that the needs of all children are identified.

9. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

10. Efforts are made to ensure that pupils encounter role models representing a wide range of the population, including those who do not conform to stereotypes of age, gender, ethnicity etc.

11. We ensure that the school's procedures for managing pupils' behaviour are fair, effective and equitable.



12. We consider equality issues before and as we are planning, developing policies and making decisions, and keep them under review on a continuing basis.

Public Sector Equality Duty

Equality Objectives – 2016 to 2020

Equality Objective 1

To reduce the number of persistent absences (attendance less than 90%) across the school.

Review of Equality Objective 2020

What has the school done?

Created an attendance working group which consists of the Deputy Head, Educational Welfare Officer, Family Support Worker and a member of the Administrative Team. The school has increased the attendance target from 95% to 96%. This team meets every two weeks to identify children with attendance below 93%, appropriate action is taken to work with families to ensure their children attend school. This includes, making telephone calls to parents and having face-to-face meetings with parents.

Increased the number of office staff to ensure that there is regular contact between the school and parents when a child is not attending school.

Attendance medals continue to be given to children at the end of each term and parents are keen to support their children in receiving a medal. A total of 184 medals were given out to children at the end of the autumn term. Within this figure, 99 children had attendance between 99% and 100%.

Attendance is discussed during each the termly parent meets. Where attendance is below 96% this is highlighted to parents.

Attendance is regularly discussed with parents by class teachers if there is concern that children's attendance is having an impact on learning.

At every whole school assembly, attendance results for each class are read out. The class that has the highest attendance, i.e. has done the most amount of learning, has the attendance mascot Oscar the Owl during the following week.

Evaluation

In 2017-18 the percentage of persistent absence was 6.4%

In 2018-19 the percentage of persistent absence was 4.8%

In 2019-20 the percentage of persistent absence was 9.2%



The percentage data for the 2019-20 academic year is up to 1st March 2020. Due to COVID-19 the data for 2019-20 was impacted.

Where there has been a complete year to analyse there is a reduction in persistent absence.

Equality Objective 2

To continue to narrow the attainment gap between the different equality groups

Review of Equality Objective 2020

What has the school done?

Team Leaders have worked with the SENCo and the Pupil Premium Lead to create intervention programmes to ensure pupils meet their half termly targets.

Reading

In Reception these programmes have included, additional reading sessions during the week, 1:1 phonics sessions and reading intervention focussing upon cvc words.

In Year 1 this has included, additional 1:1 reading sessions during the week, 1:1 phonics sessions and 1:1 reading intervention focussing upon high frequency words.

In Year 2 this has included, additional 1:1 reading sessions, precision teaching of high frequency words, 1:1 phonics sessions and reading comprehension intervention groups.

Pupil attainment in each year group is monitored to ensure that individual pupils are on track to meet their half termly targets.

Evaluation

The data for 2020 is based upon data up until March 2020.

Reading

Year 2 whole cohort Average Point Score of **45.7**

Year 2 boys Average Point Score of **44.9**

Year 2 girls Average Point Score of **46.2**

Year 2 Pupil Premium Average Point Score of **45.0**

Year 2 Average Point Score of **42.0**

Year 2 SEND low needs Average Point Score of **43.9**

Year 2 SEND high needs Average Point Score of **40.3**

Year 2 EAL Average Point Score of **45.4**

Year 2 Ethnic Minority Average Point Score of **45.7**

Year 2 Free School Meals Average Point Score of **45.1**



There is no significant difference between the majority of the different equality groups. There is a gap between the SEND group and the whole cohort. The SEND group contains three pupils with EHCPs and they are working significantly below age related expectations. When the cohort is split into low and high needs, the low needs attainment is closer to that of the whole cohort.

Writing

In Reception these programmes have included fine motor skills development, phonics, spelling and cvc writing intervention.

In Year 1, this has included various sentence writing intervention groups. One intervention focused on pupils using punctuation (full stops and capital letters) effectively. Another sentence writing intervention focused on using adjectives and adverbs to extend sentences. A handwriting practise intervention focused on pupils forming letters accurately. A spelling intervention focused on pupils using their phonic knowledge to spell words accurately.

In Year 2, writing intervention included one group learning to use a range of punctuation effectively (full stops, question marks and exclamation marks). Another intervention focused on pupils editing their writing by using adjectives, verbs and adverbs for greater effect. A further intervention group focused on spelling common words accurately. A handwriting intervention group focused on the development letter formation.

Evaluation

The data for 2020 is based on data up until March 2020.

Year 2 whole cohort Average Point Score of **44.4**
Year 2 boys Average Point Score of **43.4**
Year 2 girls Average Point Score of **45.1**
Year 2 Pupil Premium Average Point Score of **43.9**
Year 2 SEND Average Point Score of **40.3**
Year 2 SEND low needs Average Point Score of **42.6**
Year 2 SEND high needs Average Point Score of **40.0**
Year 2 EAL Average Point Score of **44.2**
Year 2 Ethnic Minority Average Point Score of **44.4**
Year 2 Free School Meals Average Point Score of **43.9**

There is no significant difference between the majority of the different equality groups. There is a gap between the SEND group and the whole cohort. The SEND group contains three pupils with EHCPs and they are working significantly below age related expectations. When the cohort is split into low and high needs, the low needs attainment is closer to that of the whole cohort.

**Maths**

In Reception these programmes have included, number recognition to 3, 5 then 10.

In Year 1 this has included, number sense to 20, 30 then 40 and calculations intervention.

In Year 2, this has included, place value and calculations intervention.

Evaluation

Year 2 whole cohort Average Point Score of **45.3**

Year 2 boys Average Point Score of **45.1**

Year 2 girls Average Point Score of **45.5**

Year 2 Pupil Premium Average Point Score of **45.0**

Year 2 SEND Average Point Score of **42.3**

Year 2 SEND low needs Average Point Score of **44.3**

Year 2 SEND high needs Average Point Score of **41.3**

Year 2 EAL Average Point Score of **44.9**

Year 2 Ethnic Minority Average Point Score of **45.2**

Year 2 Free School Meals Average Point Score of **45.0**

There is no significant difference between the majority of the different equality groups.

There is a gap between the SEND group and the whole cohort. The SEND group contains three pupils with EHCPs and they are working significantly below age related expectations. When the cohort is split into low and high needs, the low needs attainment is closer to that of the whole cohort.

Equality Objective 3

To continue to develop pupils' spoken language to ensure all can access the curriculum, continue to learn and take advantage of opportunities in their future lives.

Review of Equality Objective 2020**What has the school done?**

Spoken Language is monitored and assessed at the end of each term.

In Reception, a Speech and Language Therapy Assistant has worked with groups of Pupil Premium pupils to develop expressive and receptive language skills in the Early Years.

Pupils in Year 1 received 1:1 expressive language intervention, using colourful semantics to develop their sentence structure.



Pupils in Year 2 received 1:1 speech sounds intervention.

Evaluation

The data for 2020 is based on data up until March 2020.

Year 2 whole cohort at age related expectation or above **86.5%**

Year 2 boys at age related expectation or above **79.4%**

Year 2 girls at age related expectation or above **92%**

Year 2 Pupil Premium at age related expectation or above **79.0%**

Year 2 SEND at age related expectation or above **37.6%**

Year 2 EAL at age related expectation or above **84.9%**

The SEND group is the only group where there is a significant gap when compared to the attainment of the cohort as a whole. The Year 2 SEND group consists of a number of pupils with speech and language needs, and the three pupils with EHCPs have a delay in their speech and language skills, two with significant delay. There is a gap between the boys and the cohort as a whole, the majority of pupils on the SEND Register are boys with speech and language delay and the three pupils with EHCPs are boys. There is the same gap between the Pupil Premium group and the cohort as a whole. A significant number of pupils in this group are also on the SEND register with speech and language needs.

Equality Objectives 2020-24

These objectives have been selected following careful analysis of attainment, progress and attendance data and the policy's commitment statements.

1. To reduce the number of persistent absences (attendance less than 90%) across the school.
2. To deliver a school curriculum which promotes the diversity of the school community.
3. To support the wellbeing of the protected groups within the school community, including the pupils, parents and staff.

Monitoring and evaluation arrangements

This policy will be monitored and evaluated annually to ensure compliance with the Public Sector Equality Duty.

Equality objectives will be published every four years.



Progress towards these objectives will be reviewed annually.

Issue Date	Review Date	Issued by	Approved by
July 2020	July 2024	K Coombes (SENCo)	FGB 8 th July 2020