

Blackmoor Park Infant School and Kindergarten



Equality Objectives 2022

“Learning and Achieving Together”

Written By	Mrs Pedersen
Date completed	September 2022
Date for review	September 2026
Signed Headteacher	J. Hitchmough

Blackmoor Park Infant School and Kindergarten is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs and Disabilities (SEND)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Children Looked After
- Other vulnerable groups

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we consider equality issues in everything that we do at Blackmoor Park Infant School and Kindergarten. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

Fostering good relations across all characteristics

We foster good relations by:

- Ensuring that Blackmoor Park Infant School and Kindergarten is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

The aims of our school will be broken down into objectives in the table below:

To ensure we remove or minimise disadvantages for all children and adults in our school community:						
Priorities/Objectives:	Actions:	Lead Person (in bold) and people involved:	Timescale:	Resources Cost:	Monitoring Opportunities:	Success Criteria:
To increase all staff's understanding of equality and its implications on a day to day basis and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.	<p>Ensure all staff are aware of the protected characteristics in the Equality Act.</p> <p>Ensure all learners are protected by the equality act are identified by class teachers and included in discussions in pupil progress meetings.</p>	<p>C.Pedersen J.Hitchmough, SLT, all staff</p>	<p>Immediate and ongoing</p> <p>Termly review</p>		<p>CP to report to SLT and governor for Inclusion and Equality</p> <p>Termly pupil progress meetings</p>	<p>Staff to read and understand Equal Opportunities Policy, to be aware of the school equality objectives and use these to inform practise, planning and provision.</p> <p>Groups identified in tracking and monitoring systems.</p>

To ensure we meet the individual needs of all children and adults in our school community

Priorities/Objectives:	Actions:	Lead Person (in bold) and people involved:	Timescale:	Resources/ Cost:	Monitoring Opportunities:	Success Criteria:
<p>To ensure any barriers to learning for children are addressed and reasonable adjustments made to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.</p>	<p>Information gathered from previous setting and parents to inform planning of provision (Reception children)</p> <p>Timely identification by class teachers of need. Addressed first through Quality First Teaching. Using the graduated approach.</p> <p>Referral to SENCo, EAL coordinator if provision that is additional to and different from that which can be provided within class support is needed. SENCo to refer to outside agencies as required.</p>	<p>C.Pedersen J.Hitchmough & SLT</p>	<p>Immediate and ongoing</p>	<p>Unknown</p>	<p>C.Pedersen to report to SLT and Governors</p>	<p>Information used to inform class allocations on entry to school.</p> <p>Class teachers aware of children who have protected characteristics when planning provision and curriculum.</p> <p>Staff aware and use the graduated approach to need to inform planning and provision therefore impacting on the progress of these learners from their starting points.</p> <p>Teachers are supported by SENCo and EAL coordinator to make reasonable adjustments to provision to improve outcomes for these learners.</p>

To encourage participation in the wider life of school:

Priorities/Objectives:	Actions:	Lead Person (in bold) and people involved:	Timescale:	Resources/ Cost:	Monitoring Opportunities:	Success Criteria:
<p>To increase the membership of vulnerable pupils in out of school clubs and activities and in this way remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the equality act.</p>	<p>Identify children protected by the characteristics listed in the equality act and those who are vulnerable who are not accessing afterschool provision.</p> <p>Identify why, are the clubs and activities suitable for these groups.</p> <p>Offer free places to one club for these groups of children.</p> <p>Ensure these groups of children are represented fairly in school teams, the school council and activities off school site eg choir and competitive events.</p>	<p>C.Pedersen, J.Hitchmough & SLT</p>	<p>Termly as clubs allocated</p>	<p>Cost of club for children identified</p>	<p>SLT & Pupil Premium Champion to monitor</p>	<p>Increase in participation from identified groups in clubs and activities</p> <p>Selection and participation of groups protected by Equality Act in school teams and school council.</p>

<p>To ensure all stereotypes are challenged in school and the wider community promoting raised aspirations and equal access for all</p>	<p>Ensure books and resources used promote and embed equality especially representing the characteristics protected by the Equality Act.</p>		<p>Immediate and ongoing</p>			<p>Impact on the language used by children.</p> <p>All staff confident to challenge and address issues as they arise.</p>
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<p>Review Schedule</p>
<p>2017- 2021 November 2017</p>
<p>2022-2026 September 2022</p>