

# **Blackmoor Park Infant School**

## **and Kindergarten**



## Equality Objectives

### 2017

***“Learning and Achieving Together”***

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Signed Chair of Governors	<i>J.Carter</i>
Signed Headteacher	<i>J.Hitchmough</i>

# Blackmoor Park Infant School and Kindergarten

The Equality duty for schools:

There can be no fair society if age, disability, race, religion and belief, sexual orientation and gender reassignment remain as markers of disadvantage: and there can be no lasting or deep rooted progress for disadvantaged groups unless we make a robust case for fairness which involves everyone.

Equality and Human Rights Commission, 2012

The Equality act makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less fairly because of their:

Sex  
Race  
Disability  
Religion or belief  
Sexual orientation  
Gender assignment  
Pregnancy and maternity

## Equality Objectives

The general duty is set out in section 149 of the Equality Act 2010, all public bodies and schools must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act.

(Removing or minimising disadvantages)

2. Advance equality of opportunity between people who share a protected characteristic and those who do not.

(Meeting needs)

3. Foster good relations between people who share a protected characteristic and those who do not.

(Encouraging participation)

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

<b>To ensure we remove or minimise disadvantages for all children and adults in our school community:</b>						
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>	<b>C.Pedersen</b> J.Hitchmough, SLT, all staff	<p>December 2017</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 <b>meet the individual needs</b> 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:
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>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>	<b>C.Pedersen</b> J.Hitchmough & SLT	Immediate and ongoing	Unknown	C.Pedersen to report to SLT and Governors	<p>Information used to inform class allocations on entry to school. 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:
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>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>	<b>C.Pedersen,</b> J.Hitchmough & SLT	Termly as clubs allocated	Cost of club for children identified	SLT & Pupil Premium Champion to monitor	<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><b>Impact on the language used by children.</b>  <b>All staff confident to challenge and address issues as they arise.</b></p>
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