

Woodgrange Infant School Equalities Objectives 2016-20

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| Advance equal opportunity | | | | | | |
| Behaviour | | Current situation | Objective | Actions | Lead | Progress Feb 2019 |
| Disability | √ | A learning behaviour policy and “reward” system was introduced in Sept 16.  This includes all pupils and forms part of the ethos of our school. | To ensure ALL children are treated fairly and consistently.  To ensure all children develop positive learning behaviours. | Monitor effectiveness of policy on motivating all pupils to have positive attitudes to learning and to each other.  Monitor policy being consistently applied across the school. | MS | This policy is fully embedded across school. Terms such as resilience have become part of the children’s vocabulary.  Learners of the week assembly/ lunch really promote these attitudes. |
| Ethnicity |  |
| Pregnancy/ maternity |  |
| Sexual orientation |  |
| Religion/ belief |  |
| Gender reassignment |  |
| Gender | √ |
| Eliminate Unlawful Discrimination, Harassment and Victimisation | | | | | | |
| Behaviour | | Current situation | Objective | Actions | Lead | Progress Feb 2019 |
| Disability | √ | Some children say they do not enjoy the playground at lunchtime.  A very small group of children do not always play safely. | Ensure all children are safe and FEEL safe in the playground. | Adults proactive in guiding positive play.  Keep tight records of any incidents.  Monitor them regularly.  Evaluate records and take action accordingly. | MS | Behaviour monitoring shows the concerns about the playground have reduced.  There are a small number of children who need more attention |
| Ethnicity |  |
| Pregnancy/ maternity |  |
| Sexual orientation |  |
| Religion/ belief |  |
| Gender reassignment |  |
| Gender | √ |
| Advance equal opportunity | | | | | | |
| Special Educational needs | | Current situation | Objective | Actions | Lead | Progress Feb 2019 |
| Disability | √ | Pupils with high needs have a tailored menu of activities that is parallel to the main curriculum.  They are supported 1:1 or in group activities | To ensure we offer a broad and balanced curriculum to pupils with SEND | Plan appropriately for inclusion in or alternative Ed visits  Monitor provision to ensure we offer a broad and balanced curriculum appropriate to needs. | NdS | Alternative Ed visits provided where necessary eg Discover not museum  This is a SDP objective  Parallel English group effectively supporting a group of 8 pupils |
| Ethnicity |  |
| Pregnancy/ maternity |  |
| Sexual orientation |  |
| Religion/ belief |  |
| Gender reassignment |  |
| Gender |  |
| Advance equal opportunity | | | | | | |
| Human resources | | Current situation | Objective | Actions | Lead | Progress Feb 2019 |
| Disability | √ | Current staff very female dominated. | To ensure staff body are fully representative of the wider community and that children have positive role models | Be open and transparent about all of our staff procedures.  Review recruitment strategy to ensure it has a wide appeal and draws attention. | SS | We have  1 male teacher and 1 male TA  1 male midday assistant  We have recruited male reading volunteers |
| Ethnicity |  |
| Pregnancy/ maternity |  |
| Sexual orientation |  |
| Religion/ belief |  |
| Gender reassignment |  |
| Gender | √ |
| Advance equal opportunity | | | | | | |
| Attendance | | Current situation | Objective | Actions | Lead | Progress Feb 2019 |
| Disability |  | Attendance at 95%  Disadvantaged pupils, boys in eyfs and those with send have lower attendance than other groups | Improve attendance overall with particular attention on target groups. | Be rigorous in monitoring attendance  FSW to target support to parents of vulnerable pupils and boys in EYFS | SHS  (FSW) | Pupils with SEND still have lower attendance but this has improved.  Boys in EYFS still have lower attendance than girls.  Attendance improves as children get older |
| Ethnicity |  |
| Pregnancy/ maternity |  |
| Sexual orientation |  |
| Religion/ belief |  |
| Gender reassignment | √ |
| Gender | √ |
| Advance equal opportunity | | | | | | |
| Attainment & progress | | Current situation | Objective | Actions | Lead | Progress Feb 2019 |
| Disability |  | Data shows that the progress of girls and boys varies in different subjects.  Majority of our pupils with SEND are boys. | Consistently high levels of attainment for boys and girls.  For a similar % of boys and girls in KS1 to achieve greater depth in their learning and exceed ELGs in EYFS | School development plan sets out actions in detail:   * teaching and learning * assessment and monitoring progress | whole school priority | We are embarking on a project looking at gender stereotypes.  When we compare girls to boys without SEND the gap narrows or disappears.  We have set specific attainment targets for boys/ girls to close the gap. |
| Ethnicity |  |
| Pregnancy/ maternity |  |
| Sexual orientation |  |
| Religion/ belief |  |
| Gender reassignment |  |
| Gender | √ |
| Foster Good Relations Between People | | | | | | |
| Parent partnership | | Current situation | Objective | Actions | Lead | Progress Feb 2019 |
| Disability | √ | Parent events are well attended- almost 100% at Parents’ evenings  Events related to learning and parent voice events tend to attract a narrower group of parents | To ensure all parents feel welcome at events and feel their voice is heard and valued | Review how we reach out to all families.  Ensure timings/ format/ delivery is as accessible to all as possible  Fix dates for parents Governor Focus group.  Parent partnership lead identified  Early Words programme to build parent power | DD | Parentmail introduced and widely used  PGFG established- broad group of parents attend  Early Words programme underway  Leadership developing a coherent vision for parent partnership.  Speech and language workshops planned |
| Ethnicity | √ |
| Pregnancy/ maternity |  |
| Sexual orientation | √ |
| Religion/ belief | √ |
| Gender reassignment |  |
| Gender | √ |
|  | | | | | | |