

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 visitsMonitor provision to ensure we offer a broad and balanced curriculum appropriate to needs. | NdS | Alternative Ed visits provided where necessary eg Discover not museumThis 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 TA1 male midday assistantWe 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 attendanceFSW 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’ eveningsEvents 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 possibleFix dates for parents Governor Focus group.Parent partnership lead identifiedEarly Words programme to build parent power | DD | Parentmail introduced and widely usedPGFG established- broad group of parents attendEarly Words programme underwayLeadership developing a coherent vision for parent partnership.Speech and language workshops planned |
| Ethnicity | √ |
| Pregnancy/ maternity |  |
| Sexual orientation | √ |
| Religion/ belief | √ |
| Gender reassignment |  |
| Gender | √ |
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