



## Woodgrange Infant School Equalities Objectives 2016-20

Advance equal opportunity						
Behaviour		Current situation	Objective	Actions	Lead	Progress Feb 2019
Disability	√	<p>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.</p>	<p>To ensure ALL children are treated fairly and consistently.</p> <p>To ensure all children develop positive learning behaviours.</p>	<p>Monitor effectiveness of policy on motivating all pupils to have positive attitudes to learning and to each other.</p> <p>Monitor policy being consistently applied across the school.</p>	MS	<p>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.</p>
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	√	<p>Some children say they do not enjoy the playground at lunchtime.</p> <p>A very small group of children do not always play safely.</p>	<p>Ensure all children are safe and FEEL safe in the playground.</p>	<p>Adults proactive in guiding positive play.</p> <p>Keep tight records of any incidents. Monitor them regularly.</p> <p>Evaluate records and take action accordingly.</p>	MS	<p>Behaviour monitoring shows the concerns about the playground have reduced.</p> <p>There are a small number of children who need more attention</p>
Ethnicity						
Pregnancy/ maternity						
Sexual orientation						
Religion/ belief						
Gender reassignment						
Gender	√					
Advance equal opportunity						
Special		Current situation	Objective	Actions	Lead	Progress Feb 2019

Educational needs						
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:  <ul style="list-style-type: none"> <li>teaching and learning</li> <li>assessment and monitoring progress</li> </ul>	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	√					