

# Equalities Information and Objectives 2022 - 2026

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people;
3. Foster good relations between people who share a protected characteristic and those who do not.

By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low, our school has considered how well we currently achieve these aims with regard to the eight protected equality groups:

- Race
- disability
- sex
- gender reassignment
- age
- pregnancy and maternity
- religion and belief and
- sexual orientation

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	Data on admission Termly reports on racial incidents to Trust and LAB Low number of reported racial incidents Ofsted reports Inclusion leader and tracks all incidents Explicit system defined in Behaviour Policy for responding to incidents related to protected characteristics	Celebration of differences Curriculum Assemblies School policies Value differences Inclusion team	Celebration of differences Curriculum Assemblies Good links with parents Family Support Worker School policies promote equality Job descriptions for staff School ethos/values Integrity, Confidence, Appreciation, Responsibility School displays represent diversity
<b>Disability</b>	School policies Inclusive practices	School policies Raising attainment Tracking progress	Good links with parents Parent Support staff member Assemblies

	Feedback from parents/ questionnaires Reports to LAB Safeguarding review Assessment data Purchase additional resources – auxiliary equipment Adaptations to the building (as possible – see accessibility plan)	Additional support wherever possible	Review meetings School ethos/values School displays promote diversity
<b>Gender</b>	Admissions process Recruitment process Gender equality analysis Tracking data	Recruitment process School policies Raising attainment of boys in literacy Tracking progress PPMs	Good links with parents Assemblies School ethos/values
<b>Gender Reassignment</b>	Inclusive practices Admissions process Recruitment process Equality policy	Celebration of differences School policies Value differences Review of practices	Good links with parents Parent Support staff member Admissions process School ethos/values
<b>Pregnancy and Maternity</b>	Reasonable adjustments in place to support Regular meetings Risk assessment	Continue good practice Paternity leave	Following policy Continue to make reasonable adjustments to ensure they are supported at work School ethos/values
<b>Age</b>	Employment/recruitment process	Recruitment process	Recruitment process School ethos/values
<b>Religion and Belief</b>	Admissions procedures Employment documents Balance of staff employed	Celebration of differences Curriculum Assemblies	Celebration of differences Curriculum Assemblies Good links with parents Parent School displays promote diversity
<b>Sexual Orientation</b>	School policies Inclusive practices Admissions process Recruitment process Equality policy	Celebration of differences School policies Value differences Review of practices	Good links with parents Admissions process School ethos/values

## Objectives:


### BPET School Equality Objectives for 2022 - 2025 are:


- To achieve a year-on-year reduction (improvement) in the attainment gap between those children eligible for FSM and those not in English and Mathematics.
- To achieve a year-on-year reduction in the attainment gap between those Children with a SEN/D EHCP and their peers.
- That all children to make at least expected progress from Reception – Year 2 in English and mathematics.
- To ensure that the impact of the COVID-19 pandemic has no impact on all children's ability to achieve.


### Watling Park School Equality Objectives for 2023-24:

#### **Eliminating discrimination and other conduct prohibited by the Act**


- Ensure school policies and procedures promote equality of opportunity
- Ensure all staff and LAB members are aware of our responsibility with regards to the equality act

 **Ensure teaching, environment and curriculum resources are diverse and representative of a range of groups with regards to race, religion, gender, sexual orientation, family units and disability**

 **Ensure that before and after school clubs are attended by all pupil groups including representative percentages of gender, ethnicity and disability**

 **To raise the achievement of all pupils eligible for pupil premium**

- Track attainment of pupil premium pupils across the school
- Use pupil progress meetings to review progress and identify next steps and actions
- Provide targeted support
- Intervention groups and additional provision to support acceleration of progress with the involvement of parents

 **Increase the percentage of boys at age related expectations and narrow the gap between boys' and girls' attainment.**

**Narrow the gap for boys between their attainment in Literacy compared to attainment in Maths**

**Narrow the gap for girls between their attainment in Maths compared to attainment in Literacy across upper KS2 (Y5-Y6)**

- Monitoring and tracking progress
- Barriers to achievement identified – support targeted
- Pupil progress meetings to highlight attainment and progress of this group
- Quality first teaching which focuses on support for early and beginning English speakers
- Review and changes to curriculum, introduction of Talk for Writing, and White Rose Maths.

 **To raise the achievement of SEND pupils to close the attainment gap with all pupils**

- Monitoring and tracking progress
- Performance tracked and analysed
- Targeted support
- Inclusion team/support staff support for pupils on SEN register
- School buy in for Speech and Language Therapist and Play therapist (1 day a week each)
- Building capacity by developing an Inclusion team through appointment of a deputy SENDCo and Family Support worker, CPD and induction