



Respect for all. Learners for life

Lister Infant School

Equality Duty

October 2020

OVERVIEW

Our school is committed to equality both as an employer and a service-provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

AIMS

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

STRATEGIES

In our school:

- We try to ensure that everyone is treated fairly and with respect and that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We set our Accessibility plan objectives for a 3 year period and review the progress annually.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 214

Information on pupils by protected characteristics: The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability: The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Pupil Data on Special Educational Needs			Pupil Data on Gender		
	No Pupils	% School Population		No Pupils	% School Population
SEN Support	28	13%	Boys	117	54.5%
EHCP	0	0	Girls	97	45.5%

Pupil Data on Ethnicity and Race							
	White British	White other	White European	Asian	Chinese	White Chinese	White Irish
Boys	76	4	7	5	4	2	1
Girls	72	1	1	5	1	0	0
	Black Nigerian	Pakistani	Other Mixed Background	Any other Black Background	White & Black Caribbean	White and Black African	Indian
Boys	1	1	3	4	1	1	1
Girls	2	4	1	2	0	0	0
	White & Asian	Other ethnic group	Latin/South & Central American	Bangladesh	Gypsy Roma	Yemeni	Other Black African
Boys	0	3	2	0	0	0	1
Girls	2	1	0	1	1	2	0
	Black Ghanian						
Boys	0						
Girls	1						

Religion and Belief

Christian	Muslim	Jewish	Other	No Religion	Unknown	Refused	Buddhist	Methodist
81	29	0	4	97	0	1	1	1

Our school looks at how we can help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we work to provide further information on the following groups of pupils:

Pupil Data Vulnerable Pupils

	No Pupils	% School Population
	78	36%

OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about.

We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school.

Attainment of all groups- particularly boys PP

We are prioritising closing the in house gap of attainment for all groups. Boy/girl gap.

HOW WE HAVE DUE REGARD FOR EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.
- We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.
- We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis.
- The Leadership Team of the school is concerned with closing in house gaps, this is reflected in the school's values.
- We give due regard for equality issues in decisions and changes we make.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
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HOW WE ADVANCE EQUALITY OF OPPORTUNITY AND FOSTER GOOD RELATIONS

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability: We are committed to working for the equality of people with & without disabilities

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> • We set challenging targets to ensure our children with disabilities make good progress. • We provide good quality training for staff on inclusion. • When required we gain external advice and support from many different professionals • We promote positive links with our parents. • There is a designated link Governor for SEND. • Specific targeted support where appropriate. 	<ul style="list-style-type: none"> • Our school admissions criteria which welcomes all pupils. • We work with a range of Nurseries ensuring transfer into Nursery/Reception is effective & as smooth as possible • We liaise with special schools in the City and beyond regarding effective provision • Regular meetings with parents. • We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience. 	<ul style="list-style-type: none"> • Children experience a positive start. • Parents are kept well informed. • Effective, positive relationships with parents, school and home working in partnership to support the child. • Effective inclusion of children with disabilities. • Pupil voice shows that our children with additional needs are happy in school. • Parent voice shows that parents feel supported and are happy with provision. • Data shows that SEND children

<ul style="list-style-type: none"> • Annual reviews • Liaising and working in partnership with a number of professional organisations. • A wide range of resources stored in easily accessible locations. • Accessibility plan developed with all stakeholders ensures every voice is heard and has impact. 	<ul style="list-style-type: none"> • We ensure that the curriculum and resources we use have positive images of disabled people. 	<p>achieve better than National.</p> <p>NEXT STEP</p> <ul style="list-style-type: none"> • Develop pupil profiles. • Continue work with Outside agencies to support 2-year-old development. Embed Wellcomm assessment and intervention. • Develop ICT provision in school to ensure access to all. • Become a communication friendly school. • Quality SEND CPD- ADHD, Sensory Integration Training. • Nursery participating in EEF project Hanen Project • Buy hardware to support remote learning. • Continue to monitor attainment of SEND pupils as part of our assessment cycle. • Work with Achievement for All to identify further strategies for supporting vulnerable groups.
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Ethnicity & Race: We are committed to working for the equality of all ethnic groups

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> • Initial assessments are completed promptly for new arrivals and learning plans are put into place, these may include targeted intervention. • We identify appropriate provision and then monitor its impact. • A supportive network, we use a variety of strategies to support our new families. Children are buddied up with a child within their class. We ask parent council members to support new families. • We set targets to improve the attainment and progression rates of particular groups of pupils. • We identify and address barriers to the participation of particular groups in learning and other activities. 	<ul style="list-style-type: none"> • We use ICT to support translations EMTAS (provided by LA) • An informal open door policy, staff are available at the start and end of the day. • We continuously review our curriculum to ensure that it supports all pupils to understand, respect and value difference and diversity. • We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures. • We ensure that the curriculum challenges racism and stereotypes. 	<ul style="list-style-type: none"> • Children experience a positive start. • Parents are kept well informed and they attend school events • Effective, positive relationships with parents, school and home working in partnership to support the child. • Pupil voice is monitored regularly as part of our cycle & it shows that all of our children are happy and safe in school. • Parent voice is captured through parent council and parent questionnaires. <p>NEXT STEP</p> <ul style="list-style-type: none"> • Continue to include 'special events' which are pertinent to all of the cultures and ethnic origins reflected in our school family. • Celebrating all of the cultures and ethnic origins reflected in our school family through assembles etc to aid feeling fully included and accepted into our predominantly white British school. • Continue to monitor attainment of all ethnic groups as part of our assessment cycle. • Work with Achievement for All to identify further strategies for supporting vulnerable groups.

Gender: We are committed to working for the equality of both sexes

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> • We monitor the attainment and progress of all our pupils by gender. • We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups. • We set targets to improve the attainment and rates of progress of particular groups of boys and girls. • The School Council ensures both boys and girls views are equally represented. • Sports teams: these are equally represented by boys and girls. • We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities 	<ul style="list-style-type: none"> • Extended school provision is interest led, not gender led • We try to ensure we include positive, non-stereotypical images of men & women in the curriculum 	<ul style="list-style-type: none"> • At KS1 Girls achieve better than National in all areas. Boys' reading and maths focus. (Data 2019) • EYFSP data shows Girls/boys achieve well. Gap is narrowing. Boys on upward trend. • The curriculum is enhanced by increased pupil voice. <p>NEXT STEP</p> <ul style="list-style-type: none"> • Further developing our pupil voice in the Curriculum to ensure it is meeting the needs of all. • Develop boys writing to narrow the gap. • Boys' research project as part of lesson study. • Work with Achievement for All to identify further strategies for

		<ul style="list-style-type: none"> supporting vulnerable groups. Buy hardware to support remote learning.
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Religion & Belief: We are committed to working for equality for people based on their religion, belief or non belief

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> We support our pupils to build their sense of identity and belonging through our whole school values We promote inclusion for all our faith groups 	<ul style="list-style-type: none"> We visit a range of places of worship in Liverpool as part of our RE curriculum We have designated curriculum time within which children are encouraged to develop deeper thinking and reflection skills We recognise and celebrate where appropriate to our context significant religious events from different religions 	<ul style="list-style-type: none"> We have very few racist incidents We have a well-resourced RE curriculum which supports the children's understanding and experiences of the differing religions
		<p>NEXT STEPS</p> <ul style="list-style-type: none"> Further develop a range of visitors in to school to celebrate a range of faiths.

CONSULTATION AND ENGAGEMENT

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are:

- Annual Questionnaire - pupils, parents, Staff
- Focus specific questionnaires
- Consultation Evenings
- Informal morning/end of day chats
- Electronic comments received - e mail
- School Council
- Parent Council
- Pupil surveys and consultations

OUR EQUALITY OBJECTIVES

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages; we felt it appropriate to have an objective for each group. We will regularly review the progress we are making to meet our equality objectives.

Date set	Type of group objective	Objective	Measure	Achieved date
Sept 18 Reviewed Sept 20	Disability	Termly review and development of provision maps, staffing and resources to improve attainment of our SEND pupils.	In house gap has narrowed between SEND and Non SEND. In house gaps reduced between SEND and Non SEND in communication language and literacy.	
Sept 18 Reviewed Sept 20	Gender	Close the in house gap between boys and girls in writing and maths. Further developing our pupil voice in the curriculum to ensure it is meeting the needs of all.	In house gap has narrowed between boys and girls in writing.	
Sept 18 Reviewed Sept 20	Ethnicity	To develop a systematic school approach to monitoring significant ethnic groups attainment and progress	Data is monitored termly. In house gaps are better than National.	

MONITORING EVALUATION AND REVIEW

This policy will be reviewed annually by the Governing Body and Senior Leadership Team

Date adopted	Sept 2012	Review Cycle	Annual	Last Reviewed	October 2020	Version	October 2020
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