

# Equality information and objectives

Turnfurlong Infant School – December 2024

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 12 <sup>th</sup> December 2022
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## Contents

1. Aims.....	1
2. Legislation and guidance.....	1
3. Roles and responsibilities.....	1
4. Eliminating discrimination.....	2
5. Advancing equality of opportunity.....	2
6. Fostering good relations.....	3
7. Equality considerations in decision-making.....	3
8. Equality objectives.....	3
9. Monitoring arrangements.....	5
10. Links with other policies.....	5

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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

### 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The equality link governor is Hannah Burnett They will:

- Meet with the designated member of staff for equality every academic year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor at least every year to raise and discuss any issues
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The Headteacher is the designated member of staff for monitoring equality issues, and an equality link governor.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year for pupils with different characteristics to determine strengths and areas for improvement, and implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. incidents of bullying)

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting fundamental British values, tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes assemblies and teaching in RE and Relationships and Health Education.
- Working with our local community. This includes organising educational visits and activities based around the local community e.g. National Paralympic Heritage Trust, events around Black History month, events to celebrate different faith festivals (Diwali, Eid, Christmas)

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when an educational visit or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **8. Equality objectives**

### **Objective 1**

*To develop children's understanding of cultural similarities and difference and promote a positive sense of self-identity for all our pupils*

#### **Why we have chosen this objective:**

- Our school has a higher than national percentage of children from a BAME group
- Our school has a higher than national percentage of children who speak English as an additional language

#### **To achieve this objective we plan to:**

- Discuss and celebrate key festivals across the academic year
- Organise events to emphasize the significance of different religious and cultural events for groups of children in our school e.g. Diwali dance workshop, Christmas Party, Eid Party, Black History Month, visits to places of worship relevant to RE curriculum
- Talk to children and parents about their perceptions of the school
- Create a 'story bank' of stories recorded in other languages spoken in the school (link to storytelling schools)

**Progress we are making towards this objective:**

- Events linked to religious and cultural celebration are embedded in school's annual calendar; Diwali dance day, Eid party, Christmas party and plays
- Visits to places of worship reflecting our school community embedded in RE planning e.g. church, mosque
- Feedback from parents in annual questionnaire (July 2023) evidences support from community, *"The school's greatest strengths are numerous! One of the things that does stand out is how the school and teachers make a conscious effort to include all pupils. You celebrate Eid and Diwali and I know this is marvelled at by other parents too"*.
- Parents came into school during Black History Month to share stories and a Parent Involvement morning was held in October 2024 to share how black history and culture is reflected through our school curriculum

**Objective 2**

*To develop and embed a range of teaching strategies to support the development of speech, language and comprehension to diminish the difference in progress and attainment for children entitled to Pupil Premium*

**Why we have chosen this objective:**

- Whilst our outcomes for disadvantaged pupils in 2021/22 had areas of strength, we recognise that reading comprehension and vocabulary enrichment is an area needing continued support

**To achieve this objective we plan to:**

- Provide children entitled to Pupil Premium with a set of texts used in their year group for story telling schools with guidance for parents
- Provide guidance for all parents on key vocabulary on school website and hard copies for parents of children entitled to Pupil Premium
- Start the 'Voice 21' programme in January 2023

**Progress we are making towards this objective:**

- Resources purchased and given to children and families receiving Pupil Premium

- Hard copies of key vocabulary used in curriculum shared with families receiving Pupil Premium
- Voice 21 established and embedded in KS1

### **Objective 3**

*Increase the % of boys and children from vulnerable groups achieving the Early Learning Goal (ELG) in writing at the end of Reception so that the gap between girls and boys is narrowed*

#### **Why we have chosen this objective:**

- There is a gap between girls and boys attainment in writing at the end of EYFS and at the end of Key Stage 1

#### **To achieve this objective we plan to:**

- Focus on aligning writing activities to children's stage of phonological development
- Provide meaningful, motivating opportunities for writing in EYFS that appeal to the interests of boys and children from vulnerable groups (indoors and outside)
- Staff to model writing in shared writing sessions, scribed activities, story mapping and phonics sessions
- Identify children who need targeted support with fine motor development and control

#### **Progress we are making towards this objective:**

- Read Write Inc embedded in school practice and shared outside of school e.g. phonics lead has supported teaching at learning at Turnfurlong Junior School.
- There has been a positive trend over three years with the number of children achieving the Early Learning Goal in Communication and Language at the end of Reception. Outcomes in Physical Development (includes fine motor) have been consistently higher than the Buckinghamshire average for three years.
- In 2023/24 the percentage of girls achieving the Good Level of Development was in line with the average percentage for girls across Buckinghamshire but the percentage of boys achieving the Good Level of Development was lower than the average percentage for boys Buckinghamshire.
- In 2022/23, the gap between boys and girls' achievement at TIS was 9.8%. In 2023/24 the gap had widened to 11% but this is still a smaller difference than 2021/22.
- The GLD attainment gap in EYFS, between disadvantaged pupils and the rest of the cohort, narrowed to a difference of 4.6% in 2023/2024. This is the narrowest gap that the school has known. In 2023/24 disadvantaged pupils in EYFS in our school attained better on average than similar pupils in the Aylesbury Town Liaison group, the Aylesbury Vale area and Buckinghamshire as a whole. This maintains the positive picture from 2022/3 when the percentage of disadvantaged pupils achieving the GLD was better than similar pupils in Aylesbury Vale and Buckinghamshire.

- In 2023/24 the Year 2 non-statutory SATs, a higher percentage of disadvantaged pupils attained the expected standard in reading, writing and in maths than the average for similar pupils across Buckinghamshire. There was insufficient data in the year 2023/24 for the Aylesbury Town Liaison group or the Aylesbury Vale area. This maintains the positive picture from 2022/3 when the overall percentage of disadvantaged pupils achieving the expected standard in the Year 2 SATs (reading, writing, maths) was higher than the average percentage in the Aylesbury town liaison group, the Aylesbury Vale area, Buckinghamshire and nationally.

## **9. Monitoring arrangements**

The governing body will update the equality information we publish, [described in section 8], at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEND policy