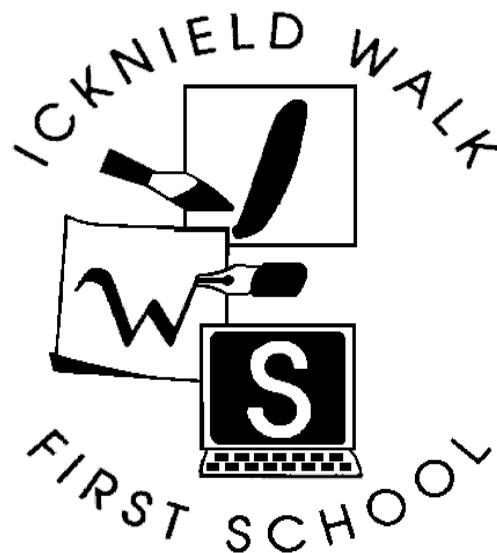


**Icknield Walk First School**

# **Public Sector Equality Duty Objectives**

2022-2025



# Vision and Values

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## Our equality vision and the values that underpin school life

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### **Aims of the school**

- The needs of our children are at the heart of everything we do.
- We are all part of a team and expect everyone to do their best.
- We believe learning should be fun.
- We share everyone's achievements and celebrate their success.

### **Our Guiding Principles.**

We see all learners of equal value.

We recognise and respect difference.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We observe good equalities practice in staff recruitment, retention and development,

We aim to reduce and remove inequalities and barriers that already exist

We consult all stakeholders when reviewing appropriate policies

We aim for social cohesion, benefiting society as a whole.

We base our practices on sound evidence.

This policy should be read in conjunction with:

- Accessibility Policy
- Anti-bullying policy
- Behaviour policy
- Health and safety policy
- SEN policy
- Safer recruitment policy
- Whistleblowing policy

# Legal Background

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## The duties that underpin our duty objectives

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Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### General duties

Our General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

### **The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)**

#### **The specific duties require schools to:**

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty
- To set every four years one or more specific measurable equality objects that further the aims of the equality duty. The information is available on the school website under the school development plan tab. We will publish our equality targets for the current year. A paper copy of all equality information will be available from the school office on request.

### **Protected Characteristics**

The equality act 2010 protects pupils from discrimination and harassment based on protected characteristics.

The protected characteristics for the schools provisions are:

- Age (staff only)
- Disability
- Ethnicity and race
- Gender
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnerships (staff only)

# Our School's Equality Priorities

## Achievements to date and ongoing back ground actions

**Disability:** The majority of the school is accessible. Surround sound field system in all classes and the hall. The entrance to the reception classes is flat and safe.

Procedures for handing over children on SEN register to next class team are in place and systems for reviewing progress and discussing issues with the SENCO are in place.

Interventions to support reading and writing difficulties and social skills development are regularly used.

**Gender:** Teachers have focused on first hand learning experiences to encourage boys writing and this is on-going work with each cohort. The outdoor provision in reception and year 1 allows children to write and read outside (research shows this has an impact on boys reading and writing standards).

Bug club books and pocket books reading scheme has improved access to books for all children but especially boys.

Forest schools allows children the opportunity for outdoor and adventurous play, this has been shown to raise engagement in learning and school, especially boys.

**Race:** Our school curriculum is being continually developed to increase the awareness of diversity. Specific activities such as those linked with Arts Mark or International Day and allows the whole school to focus on a country or continent and learn about and appreciate different cultures. Visits to places of worship/visitors from a range of faiths broadens children's understanding of our multicultural society.

**Social Cohesion:** Talking circles offer an opportunity for all children to share their views and ideas. Links with pre-schools, day nurseries and other schools help to foster a sense of local community. Regular articles in local press.

**Vulnerable Groups:** We have worked with some of our more 'vulnerable' children and some financially disadvantaged children to ensure they are able to participate fully in school life and to provide enrichment experiences. Our Emotional Well-Being Mentor works full time in school, providing help, support and advice for children (and families) with social and emotional needs.

**Diversity:** We have recently purchased a number of books for our class libraries which reflect diversity in a range of areas, such as race and disability, staff are using these to aid discussions and raise awareness. We continue to monitor our resources and seek to promote diversity when making new purchases.

Our priority area for development has been identified from a range of data such as:

Pupil voice

Staff and parent questionnaires

Informal discussions

Assessment data

Behaviour records.

Published research

# Action plan

Equality Objective	General duty/ Protected Characteristic	Responsibility	How we will achieve this	How we will measure this	Reviews July 23
To help to close the vocabulary gap between the disadvantaged and the rest of the school community	Advance equality of opportunity/ All (especially those with additional needs in any area or who have a protected characteristic)	All staff lead by Emotional Well-Being Mentor, SENco and head	We will focus resources on developing vocabulary for all our children, but especially those who are working below expected levels or are at a risk of falling behind. We will use a range of strategies such as pre-learning vocabulary for a topic, sending home vocabulary for children who would benefit and working with the Elklan trained staff members to support those children with the greatest speech and language needs.	Lesson observations will show that children are participating in class discussions more equally Progress data will show that children are making good progress from their starting points Pupil voice will show that pupils feel confident in participating in their lessons	We have had a focus on vocabulary (see SDP 2022-23 action 2) in staff meetings and INSET. This has also been a topic included in MSA and TA meetings. Jane Sherwood and James Taylor have seen an increased focus in explaining vocabulary and getting children to use it, in lesson observations.
To ensure that resources used in school reflect diversity in our community	Advance equality of opportunity/ All (especially those with additional needs in any area or who have a protected characteristic)	All staff	Using the Andrew Moffat approach – staff to raise awareness of diversity in Modern Britain by regularly sharing and discussing a range of books reflecting diversity	Initially we will monitor the budget to check that diverse books are being purchased Then check through monitoring that these are being used regularly and displayed in class for access. Pupil voice discussions around these stories.	We have purchased books that reflect diversity and added these to our libraries. We are using the Andrew Moffat scheme called ‘No outsiders’ every term each class have a book to share which raises issues around diversity and inclusion and how important it is to include everyone. The first books have been well received and children have had some interesting discussions.