

Tottenham Infant school



Equalities Information Date of Publication – January 2019

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 setting of equality within policies and practice and identified gaps
- Examined how our setting 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?
Race	<i>Data on admission</i> <i>Termly report on racial incidents to GB</i> <i>Low numbers of reported racial incidents</i> <i>Ofsted Report</i> <i>SLT track all incidents</i>	Celebration of differences Curriculum Assemblies School policies You can do it Programme	Celebration of differences Curriculum Assemblies Good links with parents Parent Support Advisor School ethos Displays / website promotes diversity School policies promote equality
Disability	School policies Inclusive practice (Inclusion Quality Mark, Centre of Excellence 2018) Assessment Data Enabling environment Lift available	School policies Raising attainment Pupil progress - interventions	Positive links with parents Parent Support Adviser SENCo intervention Assemblies Review meetings School ethos Displays/ website promotes diversity
Gender	Admissions process Recruitment process Tracking data	<i>Recruitment process</i> <i>School policies</i> <i>Raising attainment in boys reading & writing</i> <i>Tracking progress- pupil progress meetings</i>	Enabling curriculum Positive links with parents Assemblies – You can do it Programme School ethos
Gender Reassignment	Inclusive practice Admissions process Recruitment process Equality policy	Celebration of differences School policies Value differences Review of practices	Admissions process School ethos Positive links with parents
Pregnancy and Maternity	Policy for expectant mothers 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
Age	Employment / recruitment process	Recruitment process	Recruitment process School ethos

Religion and Belief	Admissions process Employment documents Balance of staff employed	Celebration of differences Curriculum Assemblies School visits to places of worship	Celebration of differences Curriculum Assemblies Positive Parent partnership School ethos Displays/website promote diversity
Sexual Orientation	School policies Inclusive practice Admissions process Recruitment process	Celebration of differences School policies Value differences Review of practice	Positive links with parents Admissions process School ethos
Marriage and Civil Partnership		Not applicable as no legal requirement	Not applicable as no legal requirement

Stage 4: EQUALITIES OBJECTIVES ACTION PLAN

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Objective Please give an end date/time scale to each action (i.e. by)	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions Please give an end date/time scale to each action (ie by.....)	Annual Red/ Amber/ Green rating
To raise attainment in boys reading & writing	Boys	Boys will achieve expected level for reading & writing (ARE)	Class teachers Support staff	Interventions	Green
To supporting home learning for all parents	Parents /pupils not able access learning at home	Identified pupils will achieve ARE in reading, writing & maths	HT/DH	Homework system introduced from Reception- Year 2 – learning activities New timetables ICT learning at home Curriculum workshops for parents – information on website	Green
To support vulnerable pupils with SEND	SEND pupils	Targets will be met in IEP's	SENCo Class teachers SEND TA's	IEP Meeting with parents SEND Meetings/Training Reviewed interventions timetable	Green

