



## **Public Sector Equality Duty**

### **Data and Objectives for January 2024 to December 2024**

#### **Information and Data on meeting the Public Sector Equality Duty**

In carrying out our functions, we are required to have due regard to the need to:

- **Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010:**

Please see the Equality Policy published on the school website.

- **Advance equality of opportunity and foster good relations:**

East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

#### **Promoting equality in practice**

As well as the specific actions set out in the Equality Objectives, the school operates equality of opportunity in its day to day practice. Through our vision we seek to foster a culture of respect for others and recognition of individual rights. Recognising and celebrating similarities and differences between people forms a key part of our PSHE work throughout school. We aim to ensure we are a community where pupils are well prepared for life in a diverse society.

#### **Equality and the curriculum**

We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Social cohesion within our school and within our local community
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society
- We have regular visits from Hewson Enterprise, a disability awareness group, who help to create positive social attitudes towards disability and difference among

children and young people through running stimulating, interactive and educational workshops.

- We use the "EAL Framework" which supports staff in making assessments of language acquisition for EAL children and identifying their next steps. We use Narrative Therapy or Robust Vocabulary Interventions to develop children's understanding of the English Language and to help them apply it. We can also make referrals to the Ethnic Minority and Traveller Achievement Service (EMTAS) for further support.

## **Learning and achievement**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **Extracts from Ofsted Report October 2019:**

"There are a high proportion of pupils with special educational needs and/or disabilities (SEND) at school. The highly trained staff support pupils with SEND well. Pupils with SEND are fully included in all aspects of school life. Most pupils with SEND make strong progress.

All staff have high expectations of pupils and encourage them to 'be the best they can' in all areas of school life. By the end of Year 2, pupils are well prepared for their next school.

By the end of Year 2 most pupils achieve well in reading, writing and maths."

Due to the small number of pupils in minority groups we have chosen not to publish related attainment data.

In our 2022 parents' survey:

- 95% of parents said their child made good progress
- 92.5% of parents said the school helps their child to feel confident

**Extract for Ofsted Report October 2019:**

“Pupils are given many opportunities to develop as caring, thoughtful individuals. For example, pupils visit places of worship to learn about differing religions. They learn about differences through regular visits by a disability group. They visit local restaurants to cook and taste food from different cultures. Every pupil in Years 1 and 2 represents the school in competitive sport during the year. Many pupils enjoy the wide range of after school clubs.”

**Objectives for January 2024 to December 2024**

1. We will publish the results of our annual parent's survey which will endeavour to seek views on equality of opportunity and discrimination.
2. Improve the achievement of children from low income and disadvantaged families.
3. Improve the achievement of children with SEN.
4. We will monitor the number of children for whom English is an additional language and consider the accessibility needs of the children and their carers.

**The Governing Body**  
**January 2024**