

**Downs Infant School**  
**Equalities Statement 2022-23**



**This statement should be read in conjunction with our Equalities Policy and our Accessibility Plan**

Downs Infant School is committed to equality and to eliminating discrimination so that all of our children and staff and visitors to the school achieve their best and are able to access all the opportunities provided by the school, as well as contribute to it. We welcome our responsibilities under the Equalities Act 2010 to:

- Remove disadvantages suffered by people because of a protected characteristic
- Meet the needs of people with protected characteristics
- Encourage people with protected characteristics to participate in public life and other activities
- Foster good relations across all different groups
- Advance equality of opportunity to ensure achievement for all
- Eliminate discrimination.

## Progress on our Equalities Objectives for 2021-2022

Link to Public Sector Equality Duty	Target Group	Objective	Actions	Outcome/Impact
Advance equality of opportunity	Disadvantaged pupils, particularly those who have multiple disadvantage/ intersectionality	To continue to narrow the gap between disadvantaged learners, and their peers.	Leadership team to access training on disadvantage and intersectionality and use this to drive the strategic direction of the school including reviewing all policies and practices through this lens. Develop recording systems so that intersectionality can be explored in terms of the attainment and progress data for children.	Insight Tracker is now used for recording attainment of pupils and this can be used to explore pupil attainment data by different characteristics. Leadership team including PSHE lead accessed training and planned for this to be included for all staff in 2022-23.
Foster good relations across different groups	Minority groups	To further engage with parent groups to develop a curriculum offer which meets the needs of all pupils, especially BAME children. To celebrate BAME cultures and achievements within school in an ongoing way, incorporating them into our lessons, stories and environment.	Ongoing workshops with parents so that they can shape the work. Ongoing programme of staff training, both through the LA and individual CPD. Leaders to make themselves knowledgeable about challenges to this work, understanding how to respond to pressure groups and individuals so that the school provides education for all in the community.	Class Reps system of parents and carers is now established so that parents and carers have a more dialogic relationship with school leaders. School has accessed all available LA training on BAME and anti-racism as well as sharing books and resources for personal study and discussion among staff. Black history month takes a more celebratory approach following feedback from BAME parents and carers.
Eliminate discrimination, harassment and victimisation.	Pupils with special educational needs and disabilities	Ensure that pupils with additional needs which impact on their behaviour are supported within an inclusive school.	Find creative ways to meet the needs of pupils with SEND within a context of squeezed funding, lack of access to specialist provision, and the demands of the accountability system.	Hive was established to support pupils with SEN and this was particularly effective in meeting SEMH needs. This provision was reviewed going into 2022-23 and some adaptations were made particularly around enabling

			Embed continuous provision so that pupils with SEND can access learning and demonstrate learning in a range of ways within the classroom and mainstream provision. Develop specialist support within the school so that all children's needs can be met.	inclusion and reducing transitions for pupils. Continuous provision now well established and meeting some needs of pupils with SEND particularly ADHD and sensory needs.
	BME groups, same sex families, religious groups	Ensure that staff are confident to deliver the new RSE curriculum in line with equalities legislation and also with sensitivity to the feelings of some groups.	Provide a full consultation with parents and carers so that they are confident that the school can meet its statutory duties in this regard, and so that the school can understand the concerns of different groups.	Consultation and continued workshops have informed further policy development and curriculum delivery.

**In addition we have considered our public sector equality duty in the following ways during 2022-23:**

<b>Our Duty</b>	<b>Actions taken</b>
Remove or reduce disadvantages suffered by people because of a protected characteristic	<ul style="list-style-type: none"> <li>Continued to review resources promoting representation and diversity.</li> <li>Continued to provide a range of images and models for 'families' so that all children feel represented, including those who grow up in families with LGBTQ parents/carers.</li> <li>Made clear how families with mobility issues can contact the school to discuss access for school events.</li> </ul>
Meet the needs of people with protected characteristics	<p>As above plus –</p> <ul style="list-style-type: none"> <li>Talk at open days about the ways we can ensure children and family members with mobility issues can play a full role in the school.</li> <li>Considered the needs of pupils with disabilities in school activities such as sports days and assemblies.</li> <li>Further training for staff on the PE platform REAL PE so that they can make use of the videos and lesson plans for those children with disabilities.</li> <li>Considered our public sector equality duty in reviewing policies and practices throughout the school year.</li> <li>Sourced books providing positive role models with protected characteristics.</li> </ul>

Encourage people with protected characteristics to participate in public life and other activities.	As above plus – <ul style="list-style-type: none"> <li>• Embedded the form our shows and performances take to make them more accessible for pupils with additional needs.</li> <li>• Welcomed parents and carers into school as volunteers.</li> </ul>
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### Proposed Equalities Objectives for 2022-23

Link to Public Sector Equality Duty	Target Group	Objective	Actions	Outcome/Impact
Advance equality of opportunity	Pupils with SEND	To continue to narrow the gap between disadvantaged learners, and their peers.	Provide additional training and support to staff to be able to meet the needs of pupils with SEND, in particular those with SEMH through work on de-escalation.	
Advance equality of opportunity	Pupils with SEND and EAL	To ensure that the teaching of writing meets the needs of SEND and EAL learners.	Train all staff on 'Talk 4 Writing'.	
Foster good relations across different groups	Minority groups	To deliver lessons on 'Growing an Anti-Racist School'	Training for staff and development of approach within the school.	
Eliminate discrimination, harassment and victimisation.	Pupils with special educational needs and disabilities	Ensure that pupils with additional needs which impact on their behaviour are supported within an inclusive school.	Work closely with parents and carers to establish a team around the child approach where children's needs mean that staying regulated at school is very challenging.	
	BME groups, same sex families, religious groups	Continue to develop staff expertise and the curriculum offer for RSE.	Further training for all staff, and review the curriculum in the light of discussions with parents and carers at the workshop.	

**In addition we will consider our public sector equality duty in the following ways during 2022-23:**

<b>Our Duty</b>	<b>Actions to include</b>
Remove or reduce disadvantages suffered by people because of a protected characteristic	<ul style="list-style-type: none"> <li>• Consider access arrangements</li> <li>• Use of inclusive language</li> <li>• Understand and be familiar with the LA’s trans toolkit and make use of it when required</li> <li>• Improve representation and visibility through resources and literature, including signposting staff to resources to promote their career development</li> <li>• Consider representation when inviting visitors to school</li> </ul>
Meet the needs of people with protected characteristics	<ul style="list-style-type: none"> <li>• Make access arrangements</li> <li>• Put into place reasonable adjustments including thorough risk assessments for pregnant staff</li> <li>• Make use of pupil voice/person centred approaches</li> </ul>
Encourage people with protected characteristics to participate in public life and other activities.	<ul style="list-style-type: none"> <li>• Access arrangements</li> <li>• Reasonable adjustments</li> <li>• Diversity and representation</li> </ul>