

**Downs Infant School**  
**Equalities Statement 2019-20**



**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

## Report on Equalities Objectives for 2018-19

Link to Public Sector Equality Duty	Target Group	Objective	Actions	Outcome/Impact
Advance equality of opportunity	Disadvantaged pupils	To continue to narrow the gap between disadvantaged learners and the whole cohort, so that more children at the end of key stage 2 achieve in line with their peers than in this cohort when they left EYFS.	Ensure achievement for every learner by continuing to allocate additional resources to all pupils eligible for the Pupil Premium and Pupil Premium Plus.	<p><b>EYFS/Reception</b></p> <p>At the end of Reception (the end of the EYFS, 'Early Years Foundation Stage') we report on how many pupils reached a 'Good Level of Development' (GLD). According to this measure 3 out of our 4 children achieved a GLD. This was above elsewhere in the Local Authority, and slightly above National. However, this is just one way of measuring a child's achievements at the end of the EYFS, and includes the 'specific' areas of the curriculum (such as reading, writing and number). When we looked closely at the 'prime' areas, which are considered by EYFS practitioners to be the building blocks of child development and learning and include personal, social and emotional development, physical development and communication and language, our disadvantaged pupils made some excellent progress which is indicative of future progress. These are very small numbers and so percentages and 'trends' need to be looked at very carefully.</p>

				<p><b>Year 1</b>  In Year 1 we report on how many children passed the phonics screening test. 76% of our disadvantaged pupils passed the phonics test, which is above both the LA and National for disadvantaged pupils. The three year average of disadvantaged data for our pupils (81%) is equal to the National average for 'all pupils'. It is 14% above LA and 10% above National disadvantage.</p> <p><b>Year 2</b>  At the end of Year 2, which is the end of 'Key Stage 1' we report on children's attainment in Reading, Writing and Maths. For the disadvantaged group, this year saw a dip, which impacted RWM combined in particular. This was due to the significant overlap between the SEN and Disadvantaged group, with all except one of the children eligible for the pupil premium but not on the SEN register children attaining ARE in RWM, and none of the combined SEN/PP group. However, on a three year average, we are in line with National and LA disadvantaged performance. Improving provision for SEN is on the school development plan for 2019-20</p>
Foster good relations across different groups	Minority groups	To engage with parent groups to begin to address the representation of BME	Ensure this is an agenda item at meetings of parent groups. Actively encourage applications	This was discussed both at the FODIS AGM and at the new parent rep groups. Parent reps discussed ways to engage

		groups within parent groups such as FODIS, governors and volunteers.	from BME parents to the governing body.	and support BME parents especially those with English as an Additional Language. Two new members of the governing body are from BME groups.
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.	Review the behaviour policy so that it explicitly addresses additional needs and disabilities within the policy.	The behaviour policy was reviewed and a significant amount of work was done with children regarding understanding the needs of their peers. Pupil voice was very positive about the support offered to their peers and this was useful in work with parents who expressed concern.  Additional training for all staff including MDSAs on behaviour and de-escalation supported this.
	BME groups	Ensure that staff are confident to address issues concerning race and skin colour appropriately with young children.	Training and advice from the Brighton and Hove PSHE team rolled out to staff in staff training.	A staff meeting was held on this area ensuring all teachers were up to date and confident in addressing these issues. Assemblies and lessons on bullying were adjusted to make them more explicit about racist bullying.

**In addition we have considered our public sector equality duty in the following ways during 2019-20:**

<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>• See above regarding training on racially prejudiced incidents.</li> <li>• Training for specific staff on LBGT+ visibility in leadership.</li> <li>• Roll out of training on LBGT+ disadvantages to all staff.</li> <li>• Added 'preferred pronouns' to the school website to indicate our acceptance of this as normal practice.</li> </ul>
Meet the needs of people with protected	As above plus –

characteristics	<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>• Considered our public sector equality duty in reviewing policies and practices throughout the school year.</li> <li>• Made adjustments to interview process for job candidates with additional needs.</li> </ul>
Encourage people with protected characteristics to participate in public life and other activities.	<p>As above plus –</p> <ul style="list-style-type: none"> <li>• Invited parents in to share important family traditions and ceremonies during diversity week and at other times.</li> <li>• Reviewed our shows and performances to make them more accessible for pupils with additional needs.</li> </ul>

### Proposed Equalities Objectives for 2020-21

Link to Public Sector Equality Duty	Target Group	Objective	Actions	Outcome/Impact
Advance equality of opportunity	Disadvantaged pupils, particularly those who are also SEND.	To continue to narrow the gap between disadvantaged learners, especially those with SEND, and the whole cohort, so that more children at the end of key stage 2 achieve in line with their peers than in this cohort when they left EYFS.	Ensure achievement for every learner by continuing to allocate additional resources to all pupils eligible for the Pupil Premium and Pupil Premium Plus. Review our SEN provision.	
Foster good relations across different groups	Minority groups	To further engage with parent groups to begin to address the representation	Activity encourage BME and EAL parents to volunteer in school and be involved with parent	

		of BME groups within parent groups such as FODIS, governors and volunteers.	representation.	
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.	Provide whole school training on SEND which impacts across the school (ASC in this year).	
	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.	Training and advice from the Brighton and Hove PSHE team rolled out to staff in staff training. Parent consultation and workshops.	