

Downs Infant School
Equalities Statement 2020-21



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 2019-20

| 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. | <p>Due to Covid, statutory assessments were cancelled at the end of the 2019-20 academic year, but at the last data drop in February our PP and SEN Pupils were assessed as reaching age expected or above in Key Stage 1 as follows:</p> <table border="1" data-bbox="1240 531 2085 675"> <thead> <tr> <th></th> <th>Reading</th> <th>Maths</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>69%</td> <td>84%</td> <td>80%</td> </tr> <tr> <td>PP</td> <td>54%</td> <td>72%</td> <td>56%</td> </tr> <tr> <td>SEN</td> <td>23%</td> <td>31%</td> <td>36%</td> </tr> </tbody> </table> <p>Data for PP children indicates more success in Maths than in Reading and Writing. We are disappointed that the impact of the great efforts which we made in reading last year did not come to fruition by the time of this data drop and will need to look carefully at baseline data in Autumn 2020. Writing remains a focus for this year's SDP and again we hope to see the delayed impact of the work we did on handwriting which was a factor in writing previously.</p> <p>Data for SEN pupils must be considered in the light of the actual needs of the pupils as these impact on pupils' academic performance in different ways. The newly appointed SENCo has introduced the use of Target Tracker, which allows secure tracking of SEN pupils progress against their specific targets and makes reviewing with teachers and parents easier.</p> <p>Use of support staff enabled 1:1 and small group work with PP, PP+ and SEND pupils. According to teacher voice and observation, pupils benefitted in terms of:</p> <ul style="list-style-type: none"> • Being better able to manage behaviour for learning | | Reading | Maths | Writing | All pupils | 69% | 84% | 80% | PP | 54% | 72% | 56% | SEN | 23% | 31% | 36% |
| | Reading | Maths | Writing | | | | | | | | | | | | | | | | | |
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| | | | | <ul style="list-style-type: none"> • Support with regulation and motivation • Focussed teaching in key areas of the curriculum. <p>The SENCo has also reviewed how we provide additional adult support. We do not receive the full cost of meeting staff costs associate with EHCPs and so this is ‘topped up’ from other school funds including PPG. These staff are carefully deployed to meet the needs of a range of children either 1:1 or in small groups. In particular last year we began our ‘Better Reading Partners’ programme and prioritised PP children for this. We saw significant and accelerated progress.</p> |
| Foster good relations across different groups | Minority groups | To further engage with parent groups to begin to address the representation of BME groups within parent groups such as FODIS, governors and volunteers. | Actively encourage BME and EAL parents to volunteer in school and be involved with parent representation. | <p>Actions and outcomes included:</p> <ul style="list-style-type: none"> • Establishment of class Reps and active invitations to parents and carers from minority groups • Discussion of this issue during the class reps meetings • Discussion in FODIS AGM • BAME parents came in to read to children and to volunteer with them • BAME volunteers actively encouraged to apply for work within the school resulting in better representation among support staff • Stating preferred pronouns for all staff on the school website to indicate awareness of gender identity within the school community • Member of staff training on the LGBT visibility in leadership programme • More governors from BAME groups • Addressing issues of representation directly through assemblies and stories on the learning platform and website. |
| Eliminate discrimination, | Pupils with special educational | Ensure that pupils with additional | Provide whole school training on SEND which impacts across | All staff including MDSAs have had training and better understand the needs of pupils with ASC – evident in the progress made by these children in ‘Bubble School’. |

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| harassment and victimisation. | needs and disabilities | needs which impact on their behaviour are supported within an inclusive school. | the school (ASC in this year). | Fewer behaviour incidents needing support from SLT as all staff able to utilise techniques from training e.g. 'change of face', visual timetables, sensory regulation. |
| | 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. | Parents were invited to comment on the new policy prior to lockdown. Unfortunately we were closed to most pupils during the Spring and Summer Term so this will be picked up again in the academic year 2020-21 |

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

| Our Duty | Actions taken |
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| Remove or reduce disadvantages suffered by people because of a protected characteristic | <ul style="list-style-type: none"> • See above regarding SEND and training for staff to better meet needs. • Continued to review resources promoting representation and diversity. • Engage in appropriate ways with the Black Lives Matter movement. • Consult parents on the RSE curriculum and policy which is designed to comply with equalities legislation. • Ensure we use ways of referring to families which do not imply a single set of family structures e.g. 'home grown-ups'. |

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| | <ul style="list-style-type: none"> • Consider carefully the way we present celebrations such as ‘fathers day’ and ‘mothers day’, taking into account the range of families in existence, and encouraging children to think about and honour the people who love and care for them regardless of gender. • Made clear how families with mobility issues can contact the school to discuss appropriate ways of dealing with the one-way system which had to be introduced as a result of Covid. |
| Meet the needs of people with protected characteristics | <p>As above plus –</p> <ul style="list-style-type: none"> • 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. • Considered the needs of pupils with disabilities in school activities such as sports days and assemblies. • Ensured the PE curriculum is fully accessible to pupils with SEND and promotes positive images of all bodies. • Considered our public sector equality duty in reviewing policies and practices throughout the school year. • Requested BSL interpreters for consultations with the LA (which was not provided). |
| Encourage people with protected characteristics to participate in public life and other activities. | <p>As above plus –</p> <ul style="list-style-type: none"> • Invited parents in to share important family traditions and ceremonies during diversity week and at other times. • Reviewed our shows and performances to make them more accessible for pupils with additional needs. • Rolled out Tapestry to all families (not just Reception) so that we have closer school-home relationships and can understand and support participation in school life. |

Proposed Equalities Objectives for 2020-21

| Link to Public Sector Equality Duty | Target Group | Objective | Actions | Outcome/Impact |
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| <p>Advance equality of opportunity</p> | <p>Disadvantaged pupils, particularly those who are also EAL and/or BAME.</p> | <p>To continue to narrow the gap between disadvantaged learners, especially those with EAL 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.</p> | <p>Continue to buy into EMAS support and work with EMAS and bilingual support workers – finding ways to ensure they can support in spite of Covid restrictions. Make use of EMAS support to help families in the event of isolation and having to make use of home learning. Provide home learning packs for all pupils who need them. Make home visits to deliver packs and to support families. Provide webinars and recordings of webinars so that families for whom English is an additional language can re-watch or have support from their networks to understand how to support learning at home.</p> | |
| <p>Foster good relations across different groups</p> | <p>Minority groups</p> | <p>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.</p> | <p>Open up discussions with parents from BAME groups. Request support from the LA around curriculum development and identifying suitable consultants, taking into account the need to pay consultants from the BAME community appropriately. Review learning environments including: colouring in and art in breakfast and after school club; home corners; dressing up boxes. Consider how to create safe spaces for everyone to be able to have a voice e.g. a named governor.</p> | |

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| | | | Ongoing programme of staff training. Provide opportunities for staff to read and share thoughts and experiences. | |
| 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 the constraints of Covid. Develop continuous provision so that pupils with SEND can access learning and demonstrate learning in a range of ways within the classroom and mainstream provision. | |
| | 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. (NB this is carried over from last year due to COVID). | |