

Equality Objectives 2019 - 2021

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (can be referred to as the ‘general duty’) that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Area	Objective	Rationale	Expected outcome/ success criteria	Sources of evidence
Gender Equality	To diminish the differences between girls and boys achievements at the end of Key Stage 1 and in the Phonics screening outcomes in Year 1.	Through raising attainment the school will strive to diminish differences in the end of year outcome between girls and boys and for pupils to be in line with National averages.	Pupils attainments are in line or above National averages. Differences in achievements between girls and boys are diminished and standards are continually being raised.	End of year 1 and 2 teacher assessment outcomes Pupil profile meetings Progress tracking Moderation and Monitoring outcomes Pupil Premium Champion analysed data
Social Equality	To diminish the differences in attainment in reading, writing and maths between disadvantaged pupils and non-disadvantaged pupils.	Through raising attainment the school is committed to diminishing the differences between our vulnerable groups and all our pupils to be in line with the national average.	Difference between disadvantaged and non-disadvantaged group diminished	End of year 1 and 2 teacher assessment outcomes Pupil profile meetings Progress tracking Moderation and Monitoring outcomes Pupil Premium Champion analysis of data and

				effective planning of interventions Provision provided for disadvantaged pupils appropriate for the need
Racial Equality	To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	Although racist incidents are rare, the school has an increasing diverse population and it is important to act positively and proactively.	Racial incidents are rare & children understand that racial harassment or discrimination will not be tolerated.	Racist Incident Log Racial incidents reported to Governors Behaviour Watch – incidents recorded Lesson / Assembly planning Confidence of the parents of EAL pupils to engage with school activities
Disability Equality	To help children become more aware of the range of disabilities and show understanding and respect for people with disabilities	Stamshaw Infant School's values and ethos encourages inclusion and understanding for all its pupils to respect, understand and show tolerance to all pupils' abilities and disabilities.	Children embrace a range of disabilities and Special Educational Needs.	PHSE curriculum Assemblies Circle Time opportunities Pastoral Case Studies SEN data outcomes Speech and Language provision and outcomes
Community Cohesion	To increase collaboration throughout the Stamshaw community and other organisations, to develop learning for all.	Creating and utilising collaborative opportunities within the Trust, Stamshaw Junior School, the local church and the wider community to broaden the development of learning opportunities for the pupils	Increased opportunities to support learning across the curriculum and engagement in the wider community can be evidenced. Development of staff to network to increase their knowledge and skills	Collaborative CPD opportunities Visit to the church and local amenities Staff INSETs and twilights Training opportunities

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Assessing the impact of the policy through the use of the plan

The Governing Body will meet to ascertain how this plan is progressing and its impact on the stakeholders they are intended for. This will be carried out through Governor meetings and discussions with individuals or groups for whom the schemes are designed. The impact will be reported through the mechanisms outlined above.