

Whitehall Infant School



Equality Information and Objectives

Updated on: December 2017

Promoting equality and community cohesion at Whitehall Infant School

At Whitehall Infants we have a strong commitment to fairness and equality in everything that we do.

- We try to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of pupils, supports how we meet the needs of different groups of pupils and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information about our work on equalities at Whitehall please contact:

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Part 1: Information about the pupil population (figures updated December 2017)

We are a school with a capacity for 450 pupils, 90 children in our nursery and 30 children per class.

Number of pupils currently on roll at the school: **389**

Nursey	63
Reception	110
Year 1	103
Year 2	113

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

The protected characteristics are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Number of pupils with disabilities: **25**

There are pupils at our school with different types of disabilities and SEN needs these include:

	Number	
Communication and Interaction	19	42.2%
Cognition and Learning	9	20%
Social, Emotional and Mental Health	2	4.4%
Sensory / Physical Needs	6	13.3%
In addition to this we have 9 ASD children whose needs overlap between Communication and Interaction, Social and Sensory / Physical.		20%

	Number of pupils	Percentage (%) of school population
No Special Education Need	344	88%
SEN	45	12%
EHC	1	0.25%

Whole School

Year Group	No. of Pupils	Boys / Girls
Nur	63	31 (49.2%) / 32 (50.8%)
Rec	110	51 (46.4%) / 59 (53.6%)
Y1	103	57 (55.3%) / 46 (44.7%)
Y2	113	53 (46.9%) / 60 (53.1%)
All	389	192 (49.4%) / 197 (50.6%)

Religion & Belief		
	Number of pupils	Percentage (%) of school population
Muslim	186	48%
None	10	17.2%
Christianity	52	13.3%
Other	26	7.7%
Hindu	30	6.6%
Refused	12	2.5%
Buddhist	67	1.5%
Sikh	6	0.5%

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Black - Somali	17	12	7.5
Iraqi	3	4	1.8
Information Not Yet Obtained	1	7	2.1
Black - Nigerian	8	4	3.1
Afghan	9	6	3.9
Indian	17	16	8.5
Other Asian	3	3	1.5
Bangladeshi	19	21	10.3
Other Pakistani	12	12	6.2
Arab Other	12	11	5.9
Other Mixed Background	4	3	1.8
Black and Any Other Ethnic Group	2	5	1.8
White - English	26	33	15.2
White and Black African	1	4	1.3
Other Black African	4	2	1.5
White and Pakistani	2	0	0.5
White and Any Other Asian Background	3	3	1.5
White Eastern European	4	5	2.3
White and Black Caribbean	6	4	2.6
Other White British	2	3	1.3
Kashmiri Pakistani	1	1	0.5
Refused	4	4	2.1
White and Any Other Ethnic Group	1	2	0.8
Other Ethnic Group	2	3	1.3
Asian and Any Other Ethnic Group	4	4	2.1
Turkish	2	2	1.0
White Western European	6	2	2.1
Other Chinese	1	2	0.8
Black Caribbean	1	1	0.5
Nepali	1	0	0.3
Kurdish	0	1	0.3
African Asian	0	1	0.3
White Other	2	4	1.5
Korean	0	2	0.5
Sri Lankan Tamil	1	4	1.3
Chinese and Any Other Ethnic Group	2	2	1.0
Iranian	1	0	0.3
Sri Lankan Sinhalese	3	1	1.0
Other Black	0	1	0.3
Sri Lankan Other	1	0	0.3
Roma	0	1	0.3
Black European	2	0	0.5
White and Indian	1	0	0.3
Albanian	1	0	0.3
Kosovan	0	1	0.3
All	192	197	100.0

Part 2: The public sector equality duty

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

The information below is a summary of how we have due regard to the need to **eliminate discrimination, harassment and victimisation**. Please contact us if you would like to see copies of any of our school policies.

We are aware that under the Equality Act 2010 it is unlawful to discriminate, harass and victimise a person because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We have a school behaviour policy that clearly sets out the standards of behaviour we expect from all pupils, including respect for others. We deal promptly and effectively with all incidents and complaints of bullying and harassment and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.

We have an Inclusion and a Special Educational Needs Policy that outlines the provision the school makes for pupils with disabilities and special educational needs. Our Accessibility Plan increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.

We have a Staff Code of Conduct that sets out the standards of professional behaviour expected from all members of staff.

The following pages provide information on how we have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils with protected characteristics.

Disability

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.

How we foster good relations and promote pupils' spiritual, moral, social and cultural development:

- Our school's approach for promoting SMSC development enables pupils to develop positive attitudes to difference and diversity.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability.

Ethnicity and race (including EAL learners)

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.

How we foster good relations and promote pupils' spiritual, moral, social and cultural development:

- Our school's approach for promoting SMSC development enables pupils to develop positive attitudes to difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We organise celebrations and special events such as international evenings.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain

Gender

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We are developing particular initiatives to tackle boys' / girls attitudes to school and learning, for example by engaging with fathers / mothers and drawing them into school life.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

How we foster good relations and promote pupils' spiritual, moral, social and cultural development:

- Our school's approach for promoting SMSC development enables pupils to develop positive attitudes to difference and diversity.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

Religion and belief

How we advance equality of opportunity:

We at Whitehall Infants respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We have a diverse range of faith backgrounds in our school and recognise the need to support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

How we foster good relations and promote pupils' spiritual, moral, social and cultural development:

- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs.
- Our assemblies recognise key events and celebrations from religions from within our school community.

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To improve the attainment in Reading, Writing and Maths at the end KS1 so that we are in line with National Averages

Why we have chosen this objective:

Attainment of pupils (2017) at the end of KS1 was below national average in Reading, Writing and Maths.

To achieve this objective we plan to:

Deliver staff training to ensure Quality First Teaching and appropriate provision is in class for all pupils.
Continue to review the curriculum and make amendments to ensure impact on progress.
Continue to implement and review interventions for specific children in order to close the gap.

Equality objective 2:

To increase the number of children who are achieving a Good Level of Development at the end of Foundation Stage.

Why we have chosen this objective:

The number of children achieving their GLD at the end of EYFS was below National.

To achieve this objective we plan to:

Work with borough advisor, devise action plan and implement actions.
Analysis of baseline data and implement planning based around this.
Training of new staff on observations and assessment/

Equality objective 3:

To increase the number of children who are passing the Y1 Phonics Screener so that we are at least in line with National

Why we have chosen this objective:

The number of children who passed the phonics screener were below National.

To achieve this objective we plan to:

Increase the amount of phonics teaching.
Deliver staff training in relation to quality phonics teaching.
Carry our regular phonics screening checks to monitor progress and “gaps” in knowledge – organise interventions accordingly.