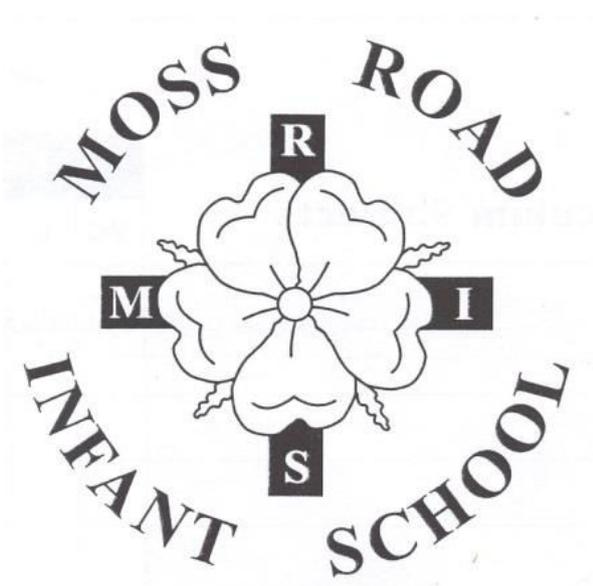


ASKERN MOSS ROAD INFANT SCHOOL



SINGLE EQUALITY INFORMATION AND OBJECTIVES

EQUALITY AND DIVERSITY STATEMENT

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body _____

Date to be reviewed by the Governing Body Jan 2019

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Our Ethos/mission

Sharing the joy of learning.

Our **vision** for Moss Road Infant School:

Is of a vibrant school community where everyone feels safe and valued and their opinions are heard.

Where high quality learning experiences excite and challenge children to reach their true potential and become rounded and responsible citizens.

To create our **vision** we will:

Create a stimulating, attractive setting where everyone feels welcome.

Provide an environment where children feel safe and happy and are given opportunities to develop a range of moral values and attitudes including honesty, trust, respect and personal responsibility.

Develop the whole child to meet their physical, emotional, spiritual and intellectual needs, fostering independence, confidence and self-esteem.

Provide a fully inclusive broad and balanced curriculum which meets all the statutory requirements in an interesting, exciting, motivating and enjoyable way.

Encourage children to be fully independent reflective learners prepared to persevere and always give of their best.

Encourage and promote a healthy lifestyle.

Foster and develop the school's partnership with the parents carers and the wider community through dialogue and the pursuit of a common goal.

Promote respect for religious beliefs and cultural diversity.

Stimulate a life-long love of learning and the pursuit of excellence in this technological age.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
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School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher /Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these

School Community	Responsibility
	Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the parents notice board.

Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office.

Group	Action	Additional information
Boys	To raise attainment in English for boys	
Girls	To raise attainment in maths	
Children with SEN and or disabilities	To narrow the gap in performance of children with SEN To increase access for children with disabilities	Refer to SEN/Inclusion Policy
Children eligible for Free School Meals and from low income backgrounds	To ensure Pupil Premium Funding is used to enable maximum impact for individuals To direct support appropriately through close tracking of individual attainment	
Children In Care		Refer to Safeguarding Policy
Gypsy, Roma and Traveller children	To narrow the gap in performance of children who are GRT To direct support appropriately through close tracking of individual attainment To use EMTAS support as appropriate To maximise attendance and support systems that allow for children to acquire basic skills when travelling	Refer to Inclusion Policy See Website for interactive learning packages Travel Packs Attendance Policy
Children who are gifted and talented	Refer to Gifted and Talented Policy To direct support appropriately through close tracking of individual attainment	Refer to Gifted and Talented Policy
Children with English as an additional language	To narrow the gap in performance of children who have English as an additional language. To direct support appropriately through close tracking of individual attainment	Refer to Inclusion Policy
Term of Birth	To narrow the gap in performance of children who have summer birthday	
Minority Ethnic Pupils	To narrow the gap in performance of children who belong to a minority ethnic group To direct support appropriately through close tracking of individual attainment	Refer to Inclusion Policy
Children whose attendance/punctuality is a cause for concern	To monitor individuals closely To liaise with Educational Welfare officer as appropriate To maintain close contact with parents and highlight the importance of regular attendance. To have first day of absence phone contact. To put in place action plans for	Attendance Policy

	<p>persistent absentees to improve attendance. To follow strict criteria when granting holidays in term –time.</p>	
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