



West Earlham Infant and Nursery School

Our Equality Objectives

Introduction

1. West Earlham Infant and Nursery School has a statutory duty to publish one or more equality objectives at least every four years by the 6 April each year. This document sets out our three equality objectives for 2018-2022.
2. The objectives seek to put key building blocks in place, to promote equality and accessibility across our school community. We have identified these objectives based on a range of evidence about the key issues for our school. Every four years, we review this evidence, and update our objectives accordingly. For more information about this evidence see Page 5.
3. A theme running through our objectives is to maintain dialogue with pupils, families, staff and governors, to ensure we remain aware of any emerging issues and can address these effectively.
4. As well as setting out our objectives, this document summarises the legal context for equality and emerging local and national policy issues.

The legal context

5. Schools have a statutory duty under the Equality Act 2010 to pay 'due regard' to the following when exercising public functions:
 - Eliminate discrimination, harassment and victimisation and other prohibited conduct;



- Advance equality of opportunity for people with protected characteristics¹;
- Foster good relations between people who share a relevant protected characteristic and people who do not share it.

¹ The characteristics protected under the Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation

Approval

This policy was approved in **February 2018**. The date of the next formal review will be **February 2022** and every three thereafter, unless statutory legislation changes.

However our Equality objectives will be reviewed yearly and a report published on our website to demonstrate our progress.

Policy approved by the Full Governing Body of West Earlham Infant and Nursery School.



6. The Act also requires schools to:
- Publish equality objectives that are proportionate, specific and measurable
 - Report annually on progress
 - Publish a school accessibility plan.
7. The Act is primary legislation and UK domestic law.

Norfolk's diverse population

8. Norfolk is the fifth largest shire county in England, with 885,000 residents. Norfolk's diverse communities are interwoven into the county's history, spanning hundreds of years. For more information see [Norfolk Insight](#).

The diverse population of our school

9. Our school community has its own unique make up. For example:
- a. The number of children entitled to Pupil Premium funding is significantly higher than the national average
 - b. 97.2% of pupils fall in the lower quartile of neighborhoods with 68% of pupils living in the poorest tenth of all postcard ranks (Deprivation indicator - 80th percentile)
 - c. The number of girls is in the lowest quintile.
 - d. Children with English as an additional language is significantly increasing with a wide range of different language represented.
 - e. The number of ethnic minority children and families in our community is significantly lower than the national average
 - f. The number of children with Special Educational Needs Support is significantly above the national average; this includes a high number of children with very significant speech, language and communication delay.
 - g. Pupil stability is higher than the national average
 - h. Attainment on entry is significantly below national averages
 - i. The number of families and children who are subject to intervention/support from other agencies or the schools pastoral support system is very high.
 - j. The school is located in an area where it is known by Children's Services and the Police to have a significant high number of families affected by the 'Toxic Trio'; Domestic Abuse, Substance abuse and mental health issues.

- k. Intergenerational 'double unemployment' is common in our community.
- l. The turnover of staff is relatively low and the teaching team is stable.
- m. Senior Leaders are highly effective leaders both within school and on several local and national educational boards.

The profile of our workforce and the governing body

- a. The number of female employees is similar to other educational establishments of this type.
- b. Our governing board is represented by a small minority of males.
- c. We do not currently have any staff members with any declared disabilities

Emerging issues locally and nationally

- 10. Our equality objectives address the following emerging issues:
- 11. Like many areas of the country, Norfolk saw an increase in racial tension and hate incidents following the EU referendum. This has stabilised to a 'new normal'. This 'new normal' is a concern, which is why we have continued to prioritise work to build a school culture that respects and values difference in our community.
- 12. There is an imperative to ensure that access for disabled children and children with special educational needs is integrated into day-to-day practice at the school. This is a major issue because Norfolk has a higher number of disabled people than other parts of the country and increasing numbers of disabled young people. As mentioned above, as a school, we support a higher than average number of children with special educational needs.
- 13. Accessibility is sometimes challenging because there is a perception that increased accessibility means increased costs. However, we strongly believe that forward planning can create many opportunities to embed good accessibility into service design, to make good accessibility 'the norm'.

Monitoring and governance arrangements

- 14. These objectives will be adopted in January 2018. Our Governing Body is responsible for monitoring delivery of the objectives on a quarterly basis.
- 15. The date of the next formal review of these objectives is January 2022.

Our Equality and Accessibility Objectives for 2018-2022

16. Our three objectives are:
1. Continue to build a school culture that respects and values difference in our community.
 2. Increase the diversity of our governing board to better reflect the community that the school serves.
 3. Continue to improve the attainment of boys particularly in the area of writing.
17. Our action plan on the next page sets out more information.

Further information

18. For further information please contact the head teacher via the school office.

Our Equality and Accessibility Objectives for 2018-2022

We are aware of the high numbers of children present with SEN within our school. Our strategy for ensuring that these children receive high quality education in line with their peers is addressed as part of our Special Educational Needs and Disability Provision Mapping, alongside our Whole Team Improvement Planning, School Improvement Planning and Accessibility Plans.

Our Accessibility Plan can be found on our website.

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
1. Continue to build a school culture that respects and values diversity in our community	<ul style="list-style-type: none">• Ensure staff are aware of protected characteristics so curriculum is fully inclusive.• Provide links and positive messages via newsletters and social media.	Ongoing – review yearly	<ul style="list-style-type: none">• No prejudice related incidents recorded.• Interview families from a range of backgrounds to gather views	<ul style="list-style-type: none">• Head Teacher• Class Teachers• Family Support Worker• Digital leader

2. To ensure that the diversity of our governing board continues to reflect the community that the school serves.	<ul style="list-style-type: none"> Be proactive about inviting membership from a range of groups i.e Male/minority Ethnic groups. 	Ongoing – review yearly	Ensure at least one member of the Governing Board is representative of a minority ethnic group.	Governing Board.
3. Continue to improve the attainment of boys particularly in the area of writing	<ul style="list-style-type: none"> Use CPD to continue to develop approaches that motivate and engage boys 	Ongoing – review yearly	To ensure there is an upward trend in GLD for boys by increasing the percentage of boys reaching expected at the end of the Early Years Foundation Stage.	Deputy Head Teacher with support from Early Years Team.

Evidence gathered to support our objectives:

- a. Entry Data (Nursery and Main School)
- b. Attainment Data
- c. Pupil Premium Funding entitlement data
- d. Intervention (Family Support Process Data)
- e. Pastoral Support Data
- f. Behaviour Records
- g. Attendance at Extended School Provisions
- h. Incident Reporting Data
- i. Staff profile information
- j. Staff Training data
- k. Staff Appraisals
- l. Governor Profile information

m. Government Benchmarking data.

