



West Earlham Infant and Nursery School

Our equality objectives

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1. Introduction

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 equality objectives for 2022-2026

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.

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.

As well as setting out our objectives, this document summarises the legal context for equality and the issues informing our objectives.

2. The legal context

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 characteristics
- Foster good relations between people who share a relevant protected characteristic and people who do not share it.

The Act also requires schools to:

- Publish equality objectives that are proportionate, specific and measurable
- Publish a school accessibility plan. (see our website for our latest accessibility plan)

3. Norfolk’s diverse population and our school community

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](#).

Our school community has its own unique make up. For Example:

- The number of children entitled to Pupil Premium funding is significantly higher than the national average
- The Income Deprivation Affecting Children Index (IDACI) indicates the majority of our children are living in the most income deprived homes in England (Decile 1- 10% most deprived) with 88% of children also from homes with educational disadvantage (see English Indices of Deprivation Report 2019) There has been an increase of 12%, in the number of children who are currently living in the most income deprived homes in England in the last 5 years.
- Children’s starting points are significantly lower than average, on entry to nursery and reception, particularly in Communication & Language and Personal, Social & Emotional Development

- Due to the Pandemic all children currently in main school have now experienced disruption to their education to some extent with children in Year 2 suffering the most (March- July 2020 reception and Jan-March 2021 Y1).
- Children with English as an additional language is significantly increasing with a wide range of different language represented.
- The number of ethnic minority children and families in our community is significantly lower than the national average
- 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.
- Attainment on entry is significantly below national averages
- The number of families and children who, either currently or historically have had intervention/support from other agencies or the schools pastoral support system is very high.
- 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.

The profile of our workforce and the governing body

- The turnover of staff is relatively low and the teaching team is stable.
- Senior Leaders are higher effective leaders both within school and on several local and national educational boards.
- The number of female employees is similar to other educational establishments of this type.
- Our governing board is represented by small minority of males.

4. Issues that our objectives consider

- Eliminating discrimination - we will not discriminate against, harass or victimise any pupil, prospective pupil or other member of the school community because of their:
 - Religion or beliefs
 - Sexual orientation
 - Gender reassignment
 - Pregnancy
- Fostering good relationships
- Advancing equality of opportunity

- The promotion of spiritual, moral, social and cultural development focusing especially on equality, diversity and trying to eradicate prejudicial incidents for pupils and staff.
- Commitment to increase understanding and appreciation of diversity

5. Our Equality Objectives for 2022-2025

1. Actively promote positive role models, who exemplify a range of protected characteristics, to support the development of a culture of valuing and respecting diversity within our community and the wider world
2. To take all necessary action to secure good progress for all learners, regardless of gender, ethnicity or disability

6. Review

This plan has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This policy was reviewed in **April 2022** the date of the next formal review will be **April 2026** and every year thereafter, unless statutory legislation changes.

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

7. Action Plan

Our Equality Objectives for 2022-2025

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
<p>1. Actively promote positive role models, who exemplify a range of protected characteristics, to support the development of a culture of valuing and respecting diversity within our community and the wider world</p>	<ul style="list-style-type: none"> • Ensure staff are aware of protected characteristics so curriculum is fully inclusive • Use of positive role models who exemplify a range of protective characteristics in books, displays and other learning resources i.e. school website, newsletters etc. 	<p>Ongoing – yearly review.</p>	<ul style="list-style-type: none"> • Children are able to respectfully and confidently articulate their own thoughts and feelings regarding diversity and inclusion. • Children are able to exercise respect and understanding when listening and responding to other perspectives. • By Monitoring incidents which may have a diversity link and ensuring timely intervention to resolve the root of the issue. 	<ul style="list-style-type: none"> • Head Teacher/Governing Board • Teaching staff

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
2. To take all necessary action to secure good progress for all learners, regardless of gender, ethnicity or disability	<ul style="list-style-type: none"> • Data analysis to identify any issues • CPD to support further development of strategies • SIDP priorities 	Ongoing – yearly review.	<ul style="list-style-type: none"> • Termly pupil progress meetings • Statutory and non-statutory assessments. 	Head Teacher SLT Governing board