



NETTLEWORTH INFANT SCHOOL & NURSERY

PUBLIC SECTOR EQUALITY AND EQUALITY OBJECTIVES

We nurture, we flourish, we achieve

Statement

At Nettleworth School we celebrate diversity and individuality, which should be respected and recognised as a strength. We are committed to equality and equity across the school. This policy will be implemented through our day-to-day practice.

We are an **'inclusive school'**, this means **providing equality and excellence for** everyone in order to achieve the highest possible outcomes. We ensure that we recognise and celebrate difference, treating everyone with respect and aim to eliminate discrimination wherever it exists.

This can only be achieved through a shared commitment and partnership involving pupils, staff, governors and parents.

This policy supports the promotion of British values.

Principles

In fulfilling our legal obligations we are guided by nine principles.

1. All learners are of equal value:
 - Our young learners, their parents and carers are of equal value whether they are disabled or not, whatever their ethnicity culture, gender, gender identity, religious or non-religious affiliation or sexual identity.
2. We celebrate and respect difference:
 - Our policies and procedures must not discriminate but must take into account differences.
3. We foster positive attitudes and relationships and develop a sense of cohesion:
 - This is achieved via modelling positive attitudes, good relationships and dialogue amongst all and combatting harassment.
4. We observe good equalities practice in staff recruitment, retention and development:
 - We enable this by ensuring policies and procedures benefit all staff.
5. We aim to reduce and remove inequalities and barriers that already exist:
 - To do this we avoid minimising possible impacts of our policies and instead we aim to maximise positive impacts by reducing and removing inequalities and barriers.
6. We consult and involve widely:
 - To achieve this we positively engage with a range of groups and individuals to ensure those affected by policies are consulted and involved in their design.
7. Society as a whole should benefit:
 - We intend that our policies and actions should benefit society as a whole and reach beyond the school gates by fostering greater social cohesion.
8. We base our policies on evidence:
 - We maintain and publish our progress toward greater equality in relation to disability, ethnicity, religion, culture and gender.

9. Objectives:

- We formulate and publish specific and measureable objectives based on evidence in our school.

Every 3 years, accordingly, we draw up an action plan within the framework of our overall school improvement plan.

We keep our equality objectives under review and report annually on our progress toward them.

Legal Framework: Equality Act 2010

The Equality Act underpins our ambition for every child to fulfil their potential and succeed in Modern Britain.

Our Governing body is responsible for the school meeting the requirement of this act.

We ensure:

- Our school is fair, non-discriminatory and does not put any individual or group at disadvantage. We aim to eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Our school holds the success of every pupil at the heart of its vision, providing equal opportunity for every child to do well.
- Our school fosters good relationships for those who have protected characteristics and those who do not.

Protected characteristics are defined as:

- Race/ ethnicity
- Religion/ belief
- Gender
- Gender reassignment
- Disability
- Sexual orientation
- Age
- Pregnancy and maternity
- Marriage and civil partnership

This applies equally to all our stakeholders; staff, governors, pupils, parents and carers.

How is this achieved?

1. Curriculum

Equality and diversity will be embedded in all areas of the curriculum and our young pupils will be immersed in a culture where they explore differences.

We will ensure that our curriculum reflects our school locality and wider society.

There will be some specific lessons enabling pupils to explore their understanding and sensitively reflect e.g during anti-bullying week or weekly debrief.

2. Ethos and organisation

We aim to ensure that all members of our school community are treated with respect and equality in all aspects of our provision:

- Attendance
- Assessment
- Pupil progress, attainment, achievement
- Pupil personal development
- Care guidance and support
- Parent/carer involvement
- Working toward community cohesion
- Behaviour, discipline and exclusions
- Teaching styles
- Staff recruitment, retention and training
- Inclusion (linked to participation)

3. Addressing prejudice and prejudice-related bullying

We recognise our obligation to eliminate discrimination, harassment and victimisation and the need to foster good relationships.

A hate incident is defined as: 'any incident which is perceived by the victim or any other person, to be motivated by the offenders prejudice against people because of their age, disability, gender, race, religion, sexual orientation or any other reason'.

Should an incident be deemed to be serious enough it may result in a report to the police.

We aim to create a learning environment where:

- All are valued
- Young children are secure
- Stereotypical views are challenged
- Our pupils take responsibility for their actions
- All forms of bullying are addressed
- Additionally, the Head Teacher monitors prejudiced –based incidents and this is overseen by the Governing Body.

Staff follow the procedures in the Behaviour Policy and the Anti-Bullying Policy when dealing with prejudiced based incidents and use professional judgements when dealing with such incidents. Prejudiced based incidents are reported to the Head Teacher and recorded in a log. Support is offered to a victim and counselling will be given to the offender.

Whenever possible an apology or 'sorry picture' is made and parents are informed.

4. Roles and responsibilities

The governing body are responsible for ensuring the school complies with legislation and the policy is implemented.

Staff have responsibility to keep up to date with equality legislation and to support the ethos of the school.

All staff will have CPD needs monitored and receive training as required. This training is part of the induction package for all staff.

This policy is monitored annually and will be amended as necessary to reflect a fair and transparent culture and inclusive workplace.

Date of approval by Governing Body 25.1.19

Date of approved by Governing Body 20.03.20

Date of approval by Governing Body 23.02.21

Date of Approval by Governing Body 12.10.21

Date of Approval by Governing Body 11.10.22

Equality Objectives and Outcomes

The Governing body have set the following Equality Objectives for **2022-24**

| Objective | Action | Who | Evaluation | Outcomes |
|--|---|---|---|----------|
| 1. To monitor and analyse pupil achievement by race, gender and disability and act on any trends that require additional support for pupils | <p>Undertake an provision audit to include reading books across school, EAL and home language of pupils at Nettleworth</p> <p>To analyse and review data and identify and act on any trends</p> <p>Monitor and put in place effective monitoring and interventions where appropriate</p> | <p>DHT</p> <p>KS1 lead LT</p> <p>Equality and Diversity Lead CD</p> | <p>Termly Data analysis – OTRACK</p> <p>Pupils meet individual / personalised end of year targets</p> <p>Pupil achievement for equality groups is at least in line with the national average and where there are gaps these are narrowed through effective monitoring and intervention.</p> | . |
| 2. To review the curriculum and develop a golden thread of inspirational and aspirational visits, and visitors and other memorable experiences across school, in order to promote, diversity, equality and raise aspirations | A calendar of inspirational school visits, visitors and other memorable experiences are in place to enhance learning in topics whilst promoting diversity and equality and raising aspirations. | <p>HT / DHT</p> <p>All subject Leaders</p> <p>CD (Equality, Diversity & Inclusion Lead</p> | Pupil voice shows that children can discuss with increased understanding what they have learned in relation to different cultures. They can talk about what inspires them, giving examples from experiences over the school year. | |
| 3. To raise levels of progress and attainment in core subjects for vulnerable learners | <p>Monitor levels of attainment in core subjects and put in place relevant support interventions</p> <p>Where applicable plan support using Pupil Premium, Catch Up Funding and SEN funding</p> <p>Liaise with outside agencies for supporting children with disabilities, SEN and medical conditions</p> | <p>DHT CR</p> <p>EYFS lead CD</p> <p>HT & LJ (Pupil Premium Champion)</p> <p>SS SENDCo Thrive Lead / Class teachers</p> | Catch up Intervention data (linked to NELI, phonics, reading, writing and mathematics) indicates all pupils including vulnerable pupils have made good progress and an increase in levels of attainment. | |
| 3. To regularly review levels of parental engagement in learning | Ensure that the curriculum and wider aspects of school | <p>HT</p> <p>DHT</p> | A parental engagement calendar to promote equality | |

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| and school life, across all activities to ensure equity and fairness in access and engagement | promotes role models that pupils positively identify with and also promotes understanding of respect for differences which reflect the schools diversity in terms of race, gender and disability | Class teachers CO | and fairness in schools is in place to ensure activities and learning linked to the curriculum and wider aspects of learning. This results in Increasing level of parental engagement through events | |
| | Celebrate major cultural events and those reflected in the school community to increase pupil and community awareness and understanding | HT DHT / CD | Parental engagement across school is tracked and actioned. | |
| | Ensure that all parents have the opportunity to engage with school activities through community events | HT/DHT | | |

Equality Objectives and Outcomes

The Governing body have set the following Equality Objectives for **2021-22**

| Objective | Action | Who | Evaluation | Outcomes |
|--|---|---|---|---|
| 1. To monitor and analyse pupil achievement by race, gender and disability and act on any trends that require additional support for pupils | <p>To analyse and review data and identify and act on any trends</p> <p>Monitor and put in place effective monitoring and interventions where appropriate</p> | <p>DHT</p> <p>KS1 lead LT</p> <p>EYFS lead CD</p> | <p>Termly Data analysis – OTRACK</p> <p>Pupils meet individual / personalised end of year targets</p> <p>Pupil achievement for equality groups is at least in line with the national average and where there are gaps these are narrowed through effective monitoring and intervention.</p> | <p>O-track has been used effectively to track the progress and achievement of all pupils in school, including by race, gender and disability (see End of 2021-2022 data analysis)</p> <p>Resulting actions have enabled pupils to receive necessary additional support and interventions and will inform actions in 2022-2023</p> |
| 2. To raise levels of attainment in core subjects for vulnerable learners through a continued COVID recovery curriculum | <p>Monitor levels of attainment in core subjects and put in place relevant support interventions</p> <p>Where applicable plan support using Pupil Premium, Catch Up Funding and SEN funding</p> <p>Liaise with outside agencies for supporting children with disabilities, SEN and medical conditions</p> | <p>DHT</p> <p>KS1 lead LT</p> <p>EYFS lead CD</p> <p>SS SENDCo</p> <p>HD Pupil Premium Champion</p> <p>Class teachers</p> | <p>Catch up Intervention data (linked to NELI, phonics, reading, writing and mathematics) indicates vulnerable pupils have made progress and an increase in levels of attainment.</p> | <p>Assessment data analysis indicates vulnerable pupils have made excellent progress from their starting points. However vulnerable pupils, particularly pupils in receipt of PPG and pupils with SEND, will remain a focus and high priority for the next academic year.</p> |
| 3. To regularly review levels of parental engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement | <p>Ensure that the curriculum and wider aspects of school promotes role models that pupils positively identify with and also promotes understanding of respect for differences which reflect the schools diversity in terms of race, gender and disability</p> <p>Ensure all pupils an</p> | <p>HT</p> <p>DHT</p> <p>Class teachers</p> <p>CO</p> <p>HT</p> | <p>A parental engagement calendar to promote equality and fairness in schools is in place to ensure activities and learning linked to the curriculum and wider aspects of learning. This results in Increasing level of parental engagement through events</p> <p>Pupils and parents</p> | <p>Parent/teacher meetings took place Telephone / face to face. OFSTED Parent view was very positive for 2021-2022 (based on 44 responses)</p> <p>Our calendar of events for 2021-2022 included Y2 Christmas Carol Performance and Class Christmas Concerts were well</p> |

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| | <p>parents are able to access our school remote learning via loaning out and allocating iPads/ laptops for use at home.</p> <p>School to access free WIFI vouchers for families that require support with this.</p> <p>Celebrate major cultural events and those reflected in the school community to increase pupil and community awareness and understanding</p> <p>Ensure that all parents have the opportunity to engage with school activities through community events</p> | <p>DHT</p> <p>SE / HD</p> <p>HD</p> <p>CO</p> <p>HT</p> <p>DHT</p> | <p>have access to the required to the technology and WIFI capacity to enable them to use our website remote learning</p> <p>Parental engagement across school is tracked and actioned.</p> | <p>attended, Numbots were purchased again and continue to support developing fluency in maths. Phonics workshops for parents (online and face to face)</p> |
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Equality Objectives and Outcomes

The Governing body have set the following Equality Objectives for **2020-21**

| Objective | Action | Who | Evaluation | Outcomes |
|--|---|---|---|---|
| 1. To monitor and analyse pupil achievement by race, gender and disability and act on any trends that require additional support for pupils | <p>To analyse and review data and identify and act on any trends</p> <p>Monitor and put in place effective monitoring and interventions where appropriate</p> | <p>DHT</p> <p>KS1 lead LT</p> <p>EYFS lead CD</p> | <p>Termly Data analysis – OTRACK</p> <p>Pupils meet individual / personalised end of year targets</p> <p>Pupil achievement for equality groups is at least in line with the national average and where there are gaps these are narrowed through effective monitoring and intervention.</p> | <p>O-track has been used effectively to track the progress and achievement of all pupils in school, including by race, gender and disability (see End of 2020-2021 data analysis)</p> <p>Resulting actions have arisen from the data have enabled pupils to receive necessary additional support and interventions.</p> |
| 2. To raise levels of awareness of attainment in core subjects for vulnerable learners through a COVID recovery curriculum | <p>Monitor levels of attainment in core subjects and put in place relevant support interventions</p> <p>Where applicable plan support using Pupil Premium, Catch Up Funding and SEN funding</p> <p>Liaise with outside agencies for supporting children with disabilities, SEN and medical conditions</p> | <p>DHT</p> <p>KS1 lead LT</p> <p>EYFS lead CD</p> <p>SS SENDCo</p> <p>HD Pupil Premium Champion</p> <p>Class teachers</p> | <p>Catch up Intervention data (linked to NELI, phonics, reading, writing and mathematics)</p> <p>indicates pupils have made progress and an increase in levels of attainment</p> | <p>A Catch up Premium Plan has been in place for 2020-2021. This has successfully enabled vulnerable pupils to receive targeted intervention as required, both in school and via remote home learning</p> |
| 3. To regularly review levels of parental engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement | <p>Ensure that the curriculum and wider aspects of school promotes role models that pupils positively identify with and also promotes understanding of respect for differences which reflect the schools diversity in terms of race, gender</p> | <p>HT</p> <p>DHT</p> <p>Class teachers</p> <p>CO</p> | <p>Activities and learning put in place to promote equality and fairness in schools</p> | <p>To ascertain the level of parental engagement, a simple 'RAG rating' system has been in operation. However, due to COVID-19 the nature of parental engagement has focused heavily on remote learning</p> |

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| | and disability | | | |
| | Ensure all pupils and parents are able to access our school remote learning via loaning out and allocating iPads/ laptops for use at home. | HT DHT SE / HD | Pupils and parents have access to the required to the technology and WIFI capacity to enable them to use our website remote learning | during Lockdown periods. To ensure equity, fairness and access for parents and pupils, we have initiated a number of strategies including: *Regular telephone calls home *The use of 'Evidence Me, *Remote learning on our website for parents to log in to *Parent copies of home learning on request *Access to Nettleworth Foodbank, *Staff delivering FSM parcels *Staff undertaking home visits (with a risk assessment in place) as required *Socially distance Community events e.g. Sports Day, Stay and Play outdoor transition sessions, Outdoor Reading and Cookies |
| | School to access free WIFI vouchers for families that require support with this. | HD | | |
| | Celebrate major cultural events and those reflected in the school community to increase pupil and community awareness and understanding | CO | Increased level of parental engagement through events | |
| | Ensure that all parents have the opportunity to engage with school activities through community events | HT DHT | | |

Equality Objectives and Outcomes

2019-20 up to March 2020 (start of the COVID-19 pandemic)

The Governing body have set the following Equality Objectives for **2019-20**.

| Objective | Action | Who | Evaluation | Outcome |
|---|---|---|--|---|
| 1. To raise awareness of Mental Health and Wellbeing of pupils, parents and staff and how we can support this. | <ul style="list-style-type: none"> * In house THRIVE training for all staff * Deliver THRIVE workshops for parents * PSHE/SCARF lessons * Mental Health and Wellbeing days | <ul style="list-style-type: none"> * SL and Thrive practitioners * Class teachers * Mental Health Champions | <ul style="list-style-type: none"> THRIVE / PSHE data THRIVE workshop questionnaires Wellbeing wheel analysis for staff | <p>Thrive data was collated and analysed up to March 2020.</p> <p>Thrive workshops were delivered and these received a positive response from those who attended.</p> <p>The wellbeing wheel analysis was undertaken with staff and workload was identified an area targeted to address.</p> <p>Due to the negative impact of COVID on mental health and wellbeing this objective will continue into 2020-21</p> |
| 2. To strive for high levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement | <ul style="list-style-type: none"> * Personal approach to parent/teacher meetings * Curriculum open days * Ascertain views of pupils and parents * Friends of Nworth events * Purchase access to home/school learning platforms: Numbots, TTRockstars, Purple Mash * Half term 'Reading & Cookies' events. * Book Swap Friday * Bedtime stories Library * Parents to attend Class Assemblies | <ul style="list-style-type: none"> * Class teachers * DHT * HT/Class teachers * Friends of N Worth * HT * DHT | <ul style="list-style-type: none"> * Well attended parent/teacher meetings * Parental Questionnaires / Parentview * Pupil Questionnaires * Friends of Nettleworth calendar * Mathematics data (Fluency) * Increased engagement with * Book Swap Friday * Bedtime Story Library * Class assemblies | <p>Parent/teacher meetings took place face to face up to March 2020.</p> <p>Parent questionnaires were not carried out.</p> <p>Friends of Nettleworth planned a rich calendar of events including a Autumn Fayre, Y2 Christmas Carol Performance, Class discos, Bingo evening – some of these events took place before COVID.</p> <p>TT Rockstars, Numbots were purchased and excellent in developing fluency in maths. These also proved invaluable, alongside the use of Purple Mash as part of remote learning during Lockdown.</p> <p>Other successful events that took place included class assemblies(very popular), Book Swap Friday and Reading and Cookies events to promote a love of reading and enabled access for all pupils</p> |

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| <p>3. To raise levels of attainment in core subjects for vulnerable learners.</p> | <ul style="list-style-type: none"> * Monitor levels of attainment in core subjects and put in place relevant support interventions * Where applicable plan support using Pupil Premium Funding & SEN funding. * Liaise with outside agencies for supporting children with disabilities, SEN and medical conditions. * Personal approach to Parent workshops (reading, phonics, maths, Time4talk) | <ul style="list-style-type: none"> *HT/DHT *HT/DHT *SENCo SL *Subject Leaders / Class teachers | <ul style="list-style-type: none"> *Assessment data and analysis – 3 data drops over the year *PPG / SEN funding breakdown re interventions * Reports from outside agencies *Well attended parent workshops, Increased parental knowledge and awareness | <p>Data analysis up the end February indicated that targeted interventions up to March ensured the progress of pupils in Y1 with SEN was in line with the Y1 cohort. However the pupils with SEN in Y2 made slightly less progress than the cohort as a whole. Pupils in receipt of PPG funding and Summer born pupils made similar progress as the rest of the Y1 and Y2 cohort. Children disabilities, SEN and medical conditions were able to benefit from the support from Sherwood Area Partnership, Speech and Language, Specialist from Fountaindale and other agencies. Parent reading/phonics workshop was well attended.</p> |
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Equality Objectives and Outcomes

The Governing body have set the following Equality Objectives for **2018 - 19**

| Objective | Action | Who | Evaluation | Outcome |
|---|--|--------------|--|---|
| 1. To enhance inclusive provision across school: providing an environment that is welcoming, protects and respects. | * Pupil pursuit for SEND pupils January 2019. * Staff training 7 th May 2019. | AB ES | * Direct observation * Pupil and parent interviews FS + KS1. | Training for staff has enhanced knowledge and understanding of the 4 complex areas of need (Communication and Interaction, Cognition and learning, Social Emotional and Mental Health, Sensory and/or Physical needs). This has resulted in increased accuracy when identifying the needs of pupils with SEND and in improving aspects of inclusive provision across school. An excellent partnership with parent/carers and the use of personalised plans has been an essential vehicle in ensuring an inclusive welcoming environment and in protecting and respecting the rights of all pupils |
| 2. To reduce the gender gap between boys + girls in writing at close of KS1. | * Introduce missions. * Increase opportunities for exciting writing. | SL SS | * Termly class data | At the end of Y1 2018 60% of the boys in Y2 achieved ARE in writing compared to 73% of girls (gender gap of 13%). Boys attainment in writing in Y2 at the end of 2019 increased to 72% achieving ARE compared with 83% of girls (gender gap of 11%). The progress of both boys and girls has increased from the end of Y1 to the end of Y2 and the gender gap has been reduced by 2%. There is still a need to focus on closing the gap between boys and girls. |
| 3. Enhance personal, social, emotional education through the introduction of "Thrive" in an inclusive workplace. | *Appoint 3 Thrive practitioners. *Attend lead person training. *Roll out programme to parents. *Roll out programme to children. | SL | *Class data *Parental reports *Increase in staff taking proactive measures to address inclusively. | Three members of staff have successfully completed THRIVE training. The programme was successfully rolled out to parent /carers and Tea Party Workshops were well attended by parents and pupils. Comments from parents and governors were extremely positive. THRIVE data for all classes has enabled swift intervention for pupils needing support, which has been delivered by our 3 trained practitioners in our newly refurbished nurture learning area – The DEN. |

Equality Objectives and Outcomes

The Governing body have set the following Equality Objectives for **2017 - 18**

| Objective | Action | Who | Evaluation | Outcome |
|---|---|-----|---|--|
| 1. To diminish the difference in attainment in reading between boys and girls in year 2 from 24% to 19% (pupils not achieving ARE) | <ul style="list-style-type: none"> *Introduce reading recovery staff *Introduce boy friendly literature | HT | <ul style="list-style-type: none"> *Pupil interviews *Termly data *Subject leader monitoring | Achieved: 14% girls did not achieve ARE in reading compared to 18% boys representing the gap narrowing. Pupils reported increased engagement in the new reading books. |
| 2. To ensure F2 pupils demonstrate an increased understanding of the world ELG (people and communities and the world) increasing the % of pupils from 65% ARE to 70%. | <ul style="list-style-type: none"> *Increase culture days *Immersive days *African drumming *Indian dance *Chinese lion dance etc. | HT | <ul style="list-style-type: none"> *Pupil Interviews *Termly data | 84% of pupils were at the expected standard for people and communities of the end of F2 in Summer 2018. 88% of pupils were at the expected standard for the world. |
| 3. To improve pupil knowledge and understanding of cultures to enable pupils to appreciate and value difference and diversity in communities. | <ul style="list-style-type: none"> *Raise profile of Geography and attainment *Language after school clubs *Geography themed days | HT | <ul style="list-style-type: none"> *Governor monitoring | At the close of the Summer term 2018 monitoring using Leuven scale show high to extremely high levels of well-being across school. Audits by senior staff of behaviours for learning highlight an inclusive environment. |