



**Kent County Council
Children, Families and Education Directorate**

**EQUALITY SCHEME
STATEMENT
OF
DOWNS VIEW INFANT SCHOOL**

2019-2022

**Head Teacher: Tracy Kent
Lead Person: Sarah Collins (Deputy Head Teacher)
Mrs F Moore (Chair of Governors)
Working Party : Tina Ozdemir and Shelly Baker**

Scheme agreed by Governors:

Scheme due for review: April 2020 – updates reported yearly

Signed Chair of Governors

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Introduction

Downs View Infant School is a 'School for all'. Our values are:

**ALTOGETHER, we
LEARN
LOVE
RESPECT and have
FUN!**

Equality and diversity is central to achieving this overall aim of the school. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. We aim to make sure that nobody experiences less favourable treatment or discrimination because of:

- Age
- Disability
- Ethnicity
- Colour or national origin
- Gender
- Gender identity or reassignment
- Their marital or civil partnership status
- Being pregnant or recently having a baby
- Religious beliefs
- Sexual identity and orientation

The achievement of pupils will be monitored by race, gender, age and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

Meeting our Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, parents, carers and staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, age, marriage, or civil partnership status, sexual orientation or pregnancy or maternity.

The Public Sector Equality Duty or General Duty

The general duty requires that all public organisations, including schools should:

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

The Specific Duty

The specific duty requires a designated public authority (which includes schools) to:

- Publish information to show compliance with the Equality Duty.
- Publish Equality objectives at least every 4 years which are specific and measurable

Race Equality

This section of the scheme reflects the general and specific duties as detailed in The Race Relations (Amendment) Act 2000 which imposes a positive duty on schools to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Downs View Infant School will meet this duty by:

- Celebrating our diversity through curriculum planning – incorporating an anti-racist and multi-cultural perspective in all curriculum areas
- Assemblies that celebrate diversity and promote equality within our school
- Displays that reflect and validate the languages of the community and the life experience of the children in our school.
- Communication with parents – oral and written translation into community languages available on request and on the school website
- Ensuring that all new staff, parents and visitors on entry into school are made aware of our commitment, values and expectations through an induction meeting, Parent Helper guide, School Prospectus and displayed values.
- Ensuring all staff including teachers, teaching assistants, admin staff, mid-day supervisors and cleaning staff have access to relevant INSET e.g. SMSC training and are given specific training in the understanding of the Single Equality Scheme and its implementation.
- Having procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with LEA policies and guidance.
- Ensuring that incidents of racial discrimination or racial harassment are dealt with promptly, firmly and consistently and in accordance with the school's disciplinary procedures and that action is taken to support the victims.
- Ensuring that all pupils, staff and parents are made aware of the procedures for dealing with racist incidents, racial harassment and bullying and that such behaviour is unacceptable.
- Catering for the dietary and dress requirements of different religious groups and cultures enabling pupils to observe festivals and events relevant to their faith.
- Working with parents and carers and with the wider community, to tackle racial discrimination and to follow and promote good practice

Disability

This section should be read in conjunction with the school's Special Educational Needs and Disability Offer.

The Disability Discrimination Act, (2006) requires us to have due regard to the following duties in all that we do:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

The Definition of Disability

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her 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.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Downs View also recognises that having a disability can be for a temporary period for some individuals and that some families experience disability through association e.g. family members.

See Appendix 1 Downs View Infant School Equalities information, for the disabilities represented at Downs View Infant School.

Discrimination disabled people face

Disabled people are discriminated against in a number of ways. These include:

- Discriminatory attitudes
- A lack of accessible information
- Inaccessible environments
- Services that have not been designed to take account of the needs of disabled people

Accessibility

There is a specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways

An Accessibility Plan was completed on 2nd April 2019 and is available to read, see Appendix 2.

Gender Equality

The general duty to promote gender equality means that we must have due regard to:

- Eliminating discrimination and harassment on grounds of sex and gender reassignment
- Promote equality between men and women / boys and girls

By ensuring we that monitor and take ownership for our accountability in our role of safeguarding, monitoring, counselling but foremost preventing FGM, all staff regardless of gender and/ or ethnicity etc. have been trained and endeavour to uphold the fore-mentioned in line with equality for all groups of children/ staff/ significant others (parents/ carers), and as so all staff understand the reporting process.

See Appendix 1, Downs View Infant School Equalities information, for current numbers/percentages of pupils.

Transgender

Transgendered people are explicitly covered by the Gender Equality Duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious, non-religious and socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Sexual Orientation, Religion and Belief, Pregnancy and Maternity

We must ensure that we do not discriminate on these grounds.

Development of the Scheme

We involved pupils, staff, governors, parents and carers in creating the Single Equality Scheme and Action Plan, either directly with the school community or through previous policy documents that have contributed to this development. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this scheme and action plan. We collect, analyse and publish data on the school population by gender, ethnicity, English as an Additional Language (EAL) and Special Educational Need or Disability. We also collect, analyse and use data in relation to attendance of different groups. Downs View Infant School is an inclusive school. The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The wide range of information gathered to support our planning and action to promote equality includes the following:

- Identification of children and young people, parents, carers, staff and other users of the school representing the different equality strands. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- Pupil attainment and progress data relating to different groups
- Attendance levels relating to different groups
- Children and young people views actively sought and incorporated in a way that values their contribution for example interviews with the school council
- Participation in extra- curricular activities by groups of children
- Records of bullying and harassment on the grounds of any equality issue
- Outcomes of activities promoting community engagement and community cohesion
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage
- Parent, Pupil and Staff questionnaires
- Reviews by the Governing Body
- Termly working party meetings

We are mindful of the laws relating to confidentiality when devising this scheme and action plan. Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

Links to other School Policies

Although this Scheme is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our School Development Plan (SDP), Raising Achievement Plan (RAP), School Website and Newsletters.

Other policies which have informed this Scheme and include references to equality include:

- SEN policy and SEND offer
- Behaviour Policy
- Anti-bullying Policy
- Teaching and Learning Policy
- Pupil Premium Strategy
- Pupil Premium Policy
- Attendance Policy
- SMSC Policy
- Wellbeing Policy
- PSHE Policy

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our Recruitment and Selection Policy.

Roles and Responsibilities for Implementing the Single Equality Scheme

The following groups promote equality and eliminate discrimination by:

The Head Teacher:

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures the scheme is implemented effectively
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer
- Ensures staff have access to training which helps to implement the Scheme
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies
- Ensures CPD is inclusive of all staff and includes equality matters
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures
- Ensures that the voice of all stakeholders including parent/carers voice, pupil voice and staff voice is taken into account when making decisions

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation
- Has a duty to promote equality of opportunity and eliminate discrimination
- Ensures policies are inclusive of equality and are written in conjunction with this scheme
- Ensures all governors receive up to date training in all the equalities duties
- Designates a governor with specific responsibility for the Single Equality Scheme that attends the working party
- Establishes that the action plans arising from the scheme are part of the School Development Plan
- Supports the Head Teacher in implementing any objectives necessary
- Informs and consult with parents about the scheme
- Evaluates and review the objectives annually
- Assesses the potential impact of decisions made upon equalities

The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this Scheme
- Sensitively encouraging declaration of equality strand identity by children and young people, parents/carers, staff and other users of the school
- Provides a lead in the collection and dissemination of information relating to the Scheme
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme
- With the Head Teacher, provides advice/support in dealing with any incidents/issues
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan

- Evaluates and review the objectives annually
- Ensures coverage in the curriculum of equalities issues
- Ensures the curriculum promotes pupils' SMSC and British Values development
- Ensure the peer support programme within the school promotes understanding
- Working with trade unions to implement the gender and age duties in employment functions
- Setting up the working party, with membership to include: SLT member/Inclusion leader, Governor, Parent/carer, Teacher, Teaching Assistant and input from School Council representatives
- In the event of expectations not being met, ensures action is taken in accordance with the status of those involved

The working party:

Our working party is involved throughout the planning, monitoring and evaluation of the SES. The key functions of the working party are:

- to ensure the involvement of the widest possible range of people representing the different equality strands
- to ensure the involvement of trade unions when necessary, regarding the equalities duties
- to arrange for the gathering of information relating to all equality strands
- to consider arrangements for impact assessments
- to report to the leadership team on outcomes of information gathering and impact assessment

Parents/Carers

- Have access to the Scheme via the School Website
- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Scheme.
- Have the opportunity to put forward suggestions/ ideas for discussion by the working party
- Have the right to be informed of any incident related to this Scheme which could directly affect their child
- Are informed of objectives, published annually

School Staff:

- Accept that this is a whole school issue and support the Single Equality Scheme
- Make known any queries or training requirements
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination
- Do not discriminate on racial, disability or other grounds
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community
- Support the implementation of objectives through key action points

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability
- Are expected to act in accordance with any relevant part of the Scheme
- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society
- Understand the importance of reporting discriminatory bullying and racially motivated incidents
- Understand their role in supporting the implementation of objectives (where relevant)

Visitors:

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.

Should a complaint need to be made regarding Equality please read the school's Complaint policy that can be found on the school website or requested from the school office.

Characteristics of our school

Downs View Infant School has a growing diverse population. The children are represented in the following groups

<u>Group</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
Girls	53%	46%	48%
Boys	47%	54%	52%
BEM (Black and Ethnic Minorities)	19%	13%	21%
EAL(English as an Additional Language)	7.5%	6%	7%
Pupil Premium	26%	19%	14.7%
Pupils with SEN			8.8%
Children with Disability	3%	2.6%	2.2%
Medical needs	28%	20%	32%

Appendix 1 includes further analysis of the different groups with protected characteristics that children belong at Downs View Infant School.

Our admission form gives parents the opportunity to share information about themselves and their child, in line with the Equality Act 2010. This information is used to inform our SES scheme and ensure that policy and practice is appropriate for the needs of each individual. All admission information, including the School Prospectus, the school website and standard letters are available in a range of languages.

Outcomes for Pupils

EYFS

2018/19 data showing the percentage of children that started EYFS well below/below typical and the percentage of children that remain in that band at the end of Term 4.

<u>Group</u>	<u>Subject</u>	<u>Baseline(Sept 2018)</u> <u>(% below/well below</u> <u>typical)</u>	<u>April 2019 (% below/well</u> <u>below typical)</u>
Boy	<u>Reading</u>	74%	34%
Girl		55%	22%
Pupil Premium		75%	33%
SEND		84%	57%
EAL		84%	43%

Through intervention for well-being and involvement as well as targeted academic support these children by the end of year EYFS and KS1 make excellent progress. EAL children come into school with below average baseline scores 84% below typical but make excellent achievement by the end of KS1. At the end of 2017/18 85.7% of children with English as an additional language attained expected/+ for Reading and writing and 100% in Mathematics.

KS1

The attainment for the end of KS1 for all pupils and vulnerable groups can be found in Appendix 3. The data analysis of the main outcomes for these vulnerable groups will inform action planning and objectives (see Appendix 4) in order to ensure that differences are diminished and equality of achievement for all.

Objectives

This Scheme is supported by annually published equality objectives; their progress is monitored and evaluated regularly by the Governing Body.

We keep our equality objectives under review and report annually on progress towards achieving them. Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix 4).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

The effectiveness of our Scheme is evaluated and reflected in:

- The School's Self-evaluation Form.
- Governor's minutes
- Minutes of Single Equality meeting

Reporting

- There will be an annual report on this scheme demonstrating the above findings and including information gathered during the year. This report will be published as follows
- On the school's website
- Be available to all school members in hard copy, and in the form of alternative communication where necessary

Publicising our Scheme

The Single Equalities Scheme will be available to all persons on request and explained to all stakeholders through:

- School website
- Governing Body meetings
- Staff meetings
- A paper copy available on request

Monitoring

- The effectiveness of this Single Equality Scheme will be evaluated by the working party and the Governing Body

Appendix 1

Downs View Infant School Equalities Information

Pupils

Gender	
Girls	123 48%
Boys	135 52%

Ethnic Categories represented in the School			
White English	White Eastern European	White and Black African	Chinese
White Western European	Any other Black background	Black- African	Refused
White and any other Asian Background	Other mixed background	Pakistani	White Cornish
Arab	Bangladesh	Black and any other ethnic group	Indian
Nepali	White and any other ethnic group	White other	

First Languages in the School		
English	Chinese	Polish
Albanian/Shqip	Urdu	Czech
Arabic	Bengali	French
Lithuanian	Nepali	Spanish
Telugu		

Religion and Belief	
Refused	Hindu
Buddhist	Muslim
Christian	No religion
Other religion	

Disability Categories(categories that some children at DV are in)			
Global Delay		ASD/Aspergers	
ADHD		Hearing impairment	

Special Educational Needs(SEN/D)	
SEN/D	24 9.1%
Educational Health Care Plan	1 0.38%

Appendix 2

Disability/Accessibility Learning walk at Downs View Infant School.

Completed on Tuesday 2nd April 2019

The following people completed the walk:

Lisa Somerville school SENDCO/Inclusion Leader

Izzy Hammond SEND governor

Laura Welch Parent with a disability/ wheelchair user

Strengths:

The inspection of the internal building and external grounds was a very positive one. This was due to the on-going inspections by the school for health and safety, the disability legislations of the new building work and the updated disability policy following the Discrimination Act of 2010.

The following points were noted:

Areas of Development	Possible actions	By whom and when
Guttering outside in EYFS area outside Owl class often overflows when it rains and water pours onto the path flooding it. Parents are then forced to go onto the steep mud which is slippery when wet.	Maintain guttering so that it is clear of blockages. Mrs.Smith to allow Parents who are unable to walk on the mud through her classroom to EYFS indoor classes.	Mr.Beaney – termly check and clear.
Edge of steps leading from the school to the large playground and steps in the EYFS outdoor area need to be more visible.	Luminous painted lines / luminous tape at these sites.	Paint/tape to be purchased . To be completed by Mr. Beaney
The heavy weight of the front entry gate on entry and the distance from the exit button to the same gate make it impossible for a disabled person to enter or leave independently.	Attach a notice to both of these points instructing the individual to ask the office staff for assistance with this. Sign to read 'Please ask for assistance' with disability symbols included.	Signs to be purchased and attached to 2 main entrance gates both inside school grounds and outside.
It was noted that the wooden frames attached to the corridor side doors of Penguins and Snow Leopards would impair evacuation due to narrowing the door width. These classrooms had no other internal door to the corridor. An adult wheelchair would also not be able to enter this room due to the limited width.	Make these entrances wider by moving / making bigger the wooden frames.	To be completed by Mr. Beaney
All emergency audio alarms working in the disability toilets in the mobile, outside puppies and outside the office.	Do we need visual light alarms in the office to indicate where the alarm is coming from?	To be checked termly by Mr. Beaney
Disabled toilet by the office has a lock that means access cannot be accessed in case of emergency. This toilet also has a cupboard in it that means you could not get onto the toilet from the side from a wheelchair. This toilet also needs a disabled sign on the door.	Change lock Move cupboard around/ change cupboard so that it is not blocking the space next to the toilet. Put disabled toilet sign on the door.	To be decided by HT

Exit Buzzer very high when exiting the building so is not accessible for a number of people.	A sign next to the buzzer to say 'Please ask for assistance' with disability symbols included.	Sign to be bought and attached below the buzzer.
The path outside Owl's external exit door is too narrow for a wheelchair to pass.	Arrange for exit from an alternative door. Put black matting on the grass in this area to allow safe access around this door area.	Black matting to be purchased To be completed by Mr. Beaney
No path leading to the Dolphin Pod and mobile. This gets very wet and muddy in wet weather.	Black matting from playground to Dolphin Pod to create a path for extra stability.	Black matting to be purchased To be completed by Mr. Beaney
Chalk board in the playground under the shelter has slipped down and not accessible for pupils	Move up board so that it is 8 inches from the ground.	To be completed by Mr. Beaney
Disabled space in the staff car park positioned so that when a car is parked the drop-curb cannot be used. Another disabled space to accommodate more families with disabilities.	Move the car park space so that it is away from the drop curb. Keep access clear next to dropped curb.	To be decided by HT
Hedges blocking access paths outside the school grounds at certain times of the year when hedges are growing. KCC have commented that these hedges cannot be cut during bird nesting session.	Signs to be put near these areas at certain times of the year/ bird nesting session. The newsletter to remind Parents that the hedges will not be cut at these times and please be mindful of this.	Mrs. Somerville to make signs at specific times of the year. Mrs. Spendlove to put on newsletter at specific times of the year.
Many exit doors need a permanent/temporary ramp to allow access in and out. These include: <ul style="list-style-type: none"> to forest school area/ school field outside Puppies/ corridor next to Puppies From two hall fire exits Wildcats fire exit From Y1 classrooms 	Temporary ramps to be made / bought and stored at key points around the school to be used when needed. These ramps need to be painted in non-slip paint for wet weather.	To be decided by HT
Shoes/ wellie holders blocking the access around the EYFS corridors.	Push wellie holders out of main access. Low shelf under pegs for shoes to be stored on/ cubby holes for shoe storage under pegs.	To be decided by HT

Appendix 3

KS1 Making Figures Speak 2017/18

Key Stage 1 2017/18
Downs View Infant School, DfE: 2574

		Reading									
		Number of Pupils	Each pupil as %	Girls	Boys	% Expected+			% Greater depth		
						All	Girls	Boys	All	Girls	Boys
Downs View Infant School - All Pupils		90	1.1	45	45	78.9	88.9	68.9	32.2	40.0	24.4
FSM Eligible	Eligible	9	11.1	5	4	55.6	40.0	75.0	11.1	20.0	0.0
	Not Eligible	80	1.3	40	40	81.3	95.0	67.5	35.0	42.5	27.5
	Unknown	1	100.0	-	1	100.0	-	100.0	0.0	-	0.0
FSM "Ever 6"	Ever 6	18	5.6	10	8	72.2	70.0	75.0	22.2	20.0	25.0
	Other	72	1.4	35	37	80.6	94.3	67.6	34.7	45.7	24.3
	Unknown	0	-	-	-	-	-	-	-	-	-
CIC	CIC	-	-	-	-	-	-	-	-	-	-
	Other	90	1.1	45	45	78.9	88.9	68.9	32.2	40.0	24.4
	Unknown	0	-	-	-	-	-	-	-	-	-
Disadvantaged	Disadvantaged	19	5.3	11	8	68.4	63.6	75.0	21.1	18.2	25.0
	Other	71	1.4	34	37	81.7	97.1	67.6	35.2	47.1	24.3
	Unknown	0	-	-	-	-	-	-	-	-	-
Pupil Premium	Eligible	19	5.3	11	8	68.4	63.6	75.0	21.1	18.2	25.0
	Not Eligible	71	1.4	34	37	81.7	97.1	67.6	35.2	47.1	24.3
	Unknown	0	-	-	-	-	-	-	-	-	-
Pupil Premium with SEN (K, E & S)	Yes	4	25.0	2	2	25.0	50.0	0.0	0.0	0.0	0.0
	No	86	1.2	43	43	81.4	90.7	72.1	33.7	41.9	25.6
	Unknown	0	-	-	-	-	-	-	-	-	-
SEN	No Special Needs	77	1.3	43	34	87.0	90.7	82.4	36.4	41.9	29.4
	SEN support	11	9.1	2	9	18.2	50.0	11.1	0.0	0.0	0.0
	Statement or EHC plan	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0
	Unknown	1	100.0	-	1	100.0	-	100.0	0.0	-	0.0
Ethnicity	Asian	Asian Bangladeshi	-	-	-	-	-	-	-	-	-
		Asian Indian	-	-	-	-	-	-	-	-	-
		Asian Pakistani	-	-	-	-	-	-	-	-	-
		Any Other Asian Background	-	-	-	-	-	-	-	-	-
	Black	Black Caribbean	-	-	-	-	-	-	-	-	-
		Black African	1	100.0	1	-	100.0	100.0	-	100.0	100.0
		Any Other Black Background	1	100.0	1	-	100.0	100.0	-	0.0	0.0
	Mixed	White/Asian	3	33.3	2	1	100.0	100.0	100.0	66.7	100.0
		White/Black African	-	-	-	-	-	-	-	-	-
		White/Black Caribbean	2	50.0	2	-	50.0	50.0	-	50.0	50.0
		Any Other Mixed Background	3	33.3	1	2	66.7	100.0	50.0	0.0	0.0
	White	White British	74	1.4	37	37	78.4	89.2	67.6	32.4	35.1
		White Irish	-	-	-	-	-	-	-	-	-
		Traveller of Irish Heritage	-	-	-	-	-	-	-	-	-
		Gypsy / Roma or Traveller	-	-	-	-	-	-	-	-	-
		Any Other White Background	4	25.0	1	3	75.0	100.0	66.7	25.0	100.0
	Chinese	1	100.0	-	1	100.0	-	100.0	0.0	-	0.0
Any Other Ethnic Group	-	-	-	-	-	-	-	-	-	-	
Refused / Unknown	1	100.0	-	1	100.0	-	100.0	0.0	-	0.0	
First Language	English	82	1.2	42	40	78.0	88.1	67.5	32.9	38.1	
	Not English	7	14.3	3	4	85.7	100.0	75.0	28.6	66.7	
	Unknown	1	100.0	-	1	100.0	-	100.0	0.0	-	
Term of Birth	Autumn (Sept - Dec)	32	3.1	21	11	78.1	90.5	54.5	40.6	47.6	
	Spring (Jan - Apr)	26	3.8	7	19	84.6	85.7	84.2	26.9	28.6	
	Summer (May - Aug)	32	3.1	17	15	75.0	88.2	60.0	28.1	35.3	
IMD: Deprivation Index	IMD 20% most deprived nationally	5	20.0	2	3	60.0	100.0	33.3	0.0	0.0	
	Not in IMD 20% most deprived	82	1.2	41	41	80.5	90.2	70.7	35.4	43.9	
	Unknown	3	33.3	2	1	66.7	50.0	100.0	0.0	0.0	

Writing		Writing									
						% Expected+			% Greater depth		
						All	Girls	Boys	All	Girls	Boys
		Number of Pupils	Each pupil as %	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Downs View Infant School - All Pupils		90	1.1	45	45	75.6	86.7	64.4	25.6	37.8	13.3
FSM Eligible	Eligible	9	11.1	5	4	33.3	20.0	50.0	11.1	20.0	0.0
	Not Eligible	80	1.3	40	40	80.0	95.0	65.0	26.3	40.0	12.5
	Unknown	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0
FSM 'Ever 6'	Ever 6	18	5.6	10	8	55.6	60.0	50.0	5.6	10.0	0.0
	Other	72	1.4	35	37	80.6	94.3	67.6	30.6	45.7	16.2
	Unknown	0	-	-	-	-	-	-	-	-	-
CIC	CIC	-	-	-	-	-	-	-	-	-	-
	Other	90	1.1	45	45	75.6	86.7	64.4	25.6	37.8	13.3
	Unknown	0	-	-	-	-	-	-	-	-	-
Disadvantaged	Disadvantaged	19	5.3	11	8	52.6	54.5	50.0	5.3	9.1	0.0
	Other	71	1.4	34	37	81.7	97.1	67.6	31.0	47.1	16.2
	Unknown	0	-	-	-	-	-	-	-	-	-
Pupil Premium	Eligible	19	5.3	11	8	52.6	54.5	50.0	5.3	9.1	0.0
	Not Eligible	71	1.4	34	37	81.7	97.1	67.6	31.0	47.1	16.2
	Unknown	0	-	-	-	-	-	-	-	-	-
Pupil Premium with SEN (K,E & S)	Yes	4	25.0	2	2	0.0	0.0	0.0	0.0	0.0	0.0
	No	86	1.2	43	43	79.1	90.7	67.4	26.7	39.5	14.0
	Unknown	0	-	-	-	-	-	-	-	-	-
SEN	No Special Needs	77	1.3	43	34	84.4	90.7	76.5	27.3	39.5	11.8
	SEN support	11	9.1	2	9	9.1	0.0	11.1	0.0	0.0	0.0
	Statement or EHC plan	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0
	Unknown	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0
Ethnicity	Asian	Asian Bangladeshi	-	-	-	-	-	-	-	-	-
		Asian Indian	-	-	-	-	-	-	-	-	-
		Asian Pakistani	-	-	-	-	-	-	-	-	-
		Any Other Asian Background	-	-	-	-	-	-	-	-	-
	Black	Black Caribbean	-	-	-	-	-	-	-	-	-
		Black African	1	100.0	1	-	100.0	100.0	-	100.0	100.0
		Any Other Black Background	1	100.0	1	-	100.0	100.0	-	0.0	0.0
	Mixed	White/Asian	3	33.3	2	1	100.0	100.0	100.0	66.7	100.0
		White/Black African	-	-	-	-	-	-	-	-	-
		White/Black Caribbean	2	50.0	2	-	50.0	50.0	-	50.0	50.0
		Any Other Mixed Background	3	33.3	1	2	66.7	100.0	50.0	0.0	0.0
	White	White British	74	1.4	37	37	74.3	86.5	62.2	23.0	32.4
		White Irish	-	-	-	-	-	-	-	-	-
		Traveller of Irish Heritage	-	-	-	-	-	-	-	-	-
		Gypsy / Roma or Traveller	-	-	-	-	-	-	-	-	-
		Any Other White Background	4	25.0	1	3	75.0	100.0	66.7	25.0	100.0
	Chinese	1	100.0	-	1	100.0	-	100.0	0.0	-	0.0
Any Other Ethnic Group	-	-	-	-	-	-	-	-	-	-	
Refused / Unknown	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0	
First Language	English	82	1.2	42	40	74.4	85.7	62.5	24.4	35.7	
	Not English	7	14.3	3	4	85.7	100.0	75.0	28.6	66.7	
	Unknown	1	100.0	-	1	100.0	-	100.0	100.0	-	
Term of Birth	Autumn (Sept - Dec)	32	3.1	21	11	78.1	90.5	54.5	34.4	42.9	
	Spring (Jan - Apr)	26	3.8	7	19	80.8	71.4	84.2	19.2	42.9	
	Summer (May - Aug)	32	3.1	17	15	68.8	88.2	46.7	21.9	29.4	
IMD: Deprivation Index	IMD 20% most deprived nationally	5	20.0	2	3	60.0	100.0	33.3	0.0	0.0	
	Not in IMD 20% most deprived	82	1.2	41	41	78.0	90.2	65.9	26.8	41.5	
	Unknown	3	33.3	2	1	33.3	0.0	100.0	33.3	0.0	

Maths		Maths										
		% Expected+			% Greater depth							
		Number of Pupils	Each pupil as %	Girls	Boys	All	Girls	Boys	All	Girls	Boys	
Downs View Infant School - All Pupils		90	1.1	45	45	77.8	84.4	71.1	37.8	35.6	40.0	
FSM Eligible	Eligible	9	11.1	5	4	55.6	40.0	75.0	11.1	0.0	25.0	
	Not Eligible	80	1.3	40	40	80.0	90.0	70.0	40.0	40.0	40.0	
	Unknown	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0	
FSM 'Ever 6'	Ever 6	18	5.6	10	8	72.2	70.0	75.0	22.2	0.0	50.0	
	Other	72	1.4	35	37	79.2	88.6	70.3	41.7	45.7	37.8	
	Unknown	0	-	-	-	-	-	-	-	-	-	
CIC	CIC	-	-	-	-	-	-	-	-	-	-	
	Other	90	1.1	45	45	77.8	84.4	71.1	37.8	35.6	40.0	
	Unknown	0	-	-	-	-	-	-	-	-	-	
Disadvantaged	Disadvantaged	19	5.3	11	8	68.4	63.6	75.0	21.1	0.0	50.0	
	Other	71	1.4	34	37	80.3	91.2	70.3	42.3	47.1	37.8	
	Unknown	0	-	-	-	-	-	-	-	-	-	
Pupil Premium	Eligible	19	5.3	11	8	68.4	63.6	75.0	21.1	0.0	50.0	
	Not Eligible	71	1.4	34	37	80.3	91.2	70.3	42.3	47.1	37.8	
	Unknown	0	-	-	-	-	-	-	-	-	-	
Pupil Premium with SEN (K,E & S)	Yes	4	25.0	2	2	25.0	50.0	0.0	0.0	0.0	0.0	
	No	86	1.2	43	43	80.2	86.0	74.4	39.5	37.2	41.9	
	Unknown	0	-	-	-	-	-	-	-	-	-	
SEN	No Special Needs	77	1.3	43	34	87.0	86.0	88.2	41.6	37.2	47.1	
	SEN support	11	9.1	2	9	9.1	50.0	0.0	0.0	0.0	0.0	
	Statement or EHC plan	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0	
	Unknown	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0	
Ethnicity	Asian	Asian Bangladeshi	-	-	-	-	-	-	-	-	-	
		Asian Indian	-	-	-	-	-	-	-	-	-	
		Asian Pakistani	-	-	-	-	-	-	-	-	-	
		Any Other Asian Background	-	-	-	-	-	-	-	-	-	
	Black	Black Caribbean	-	-	-	-	-	-	-	-	-	
		Black African	1	100.0	1	-	100.0	100.0	-	100.0	100.0	-
		Any Other Black Background	1	100.0	1	-	100.0	100.0	-	0.0	0.0	-
	Mixed	White/Asian	3	33.3	2	1	100.0	100.0	100.0	66.7	100.0	0.0
		White/Black African	-	-	-	-	-	-	-	-	-	-
		White/Black Caribbean	2	50.0	2	-	50.0	50.0	-	0.0	0.0	-
		Any Other Mixed Background	3	33.3	1	2	66.7	100.0	50.0	66.7	100.0	50.0
	White	White British	74	1.4	37	37	75.7	83.8	67.6	35.1	29.7	40.5
		White Irish	-	-	-	-	-	-	-	-	-	-
		Traveller of Irish Heritage	-	-	-	-	-	-	-	-	-	-
Gypsy / Roma or Traveller		-	-	-	-	-	-	-	-	-	-	
Any Other White Background		4	25.0	1	3	100.0	100.0	100.0	25.0	100.0	0.0	
Chinese	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0		
Any Other Ethnic Group	-	-	-	-	-	-	-	-	-	-		
Refused / Unknown	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0		
First Language	English	82	1.2	42	40	75.6	83.3	67.5	35.4	31.0	40.0	
	Not English	7	14.3	3	4	100.0	100.0	100.0	57.1	100.0	25.0	
	Unknown	1	100.0	-	1	100.0	-	100.0	100.0	-	100.0	
Term of Birth	Autumn (Sept - Dec)	32	3.1	21	11	84.4	90.5	72.7	46.9	47.6	45.5	
	Spring (Jan - Apr)	26	3.8	7	19	73.1	71.4	73.7	30.8	14.3	36.8	
	Summer (May - Aug)	32	3.1	17	15	75.0	82.4	66.7	34.4	29.4	40.0	
IMD: Deprivation Index	IMD 20% most deprived nationally	5	20.0	2	3	80.0	100.0	66.7	40.0	0.0	66.7	
	Not in IMD 20% most deprived	82	1.2	41	41	78.0	85.4	70.7	37.8	39.0	36.6	
	Unknown	3	33.3	2	1	66.7	50.0	100.0	33.3	0.0	100.0	

Appendix 5 : Equality Objectives Action Plan

Objective: To increase the membership of all pupils in school clubs and activities, and in this way reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the equalities act.						
Aligned to protected characteristics (list characteristics): <ul style="list-style-type: none"> Gender, religion, Age, Disability, Ethnicity, Colour or national origin, Sexual identity and orientation 						
What helped us arrive at this objective: Knowledge from pupil questionnaires that not all children attend a school club						
Action	When	Who	Cost	Success Criteria	Monitored	Review
Monitoring of club provision to ensure there are no gaps in provision or accessibility to clubs. Focus to be on the areas listed below: *number/ of clubs provided *The types of clubs provided – what skills do they develop? *Percentage of free and fee paying clubs *Percentage of disadvantaged pupils attending clubs *Percentage of all pupils attending a club *Age group the club is provided for *After school/lunch time club provision	Continuous monitoring of club provision each term	Single Equality working party Club/subject leaders	DHT 2 hours per term	*All pupils will have attended a club during their education at Downs View Infant School	HT/DHT Single Equality working party Subject leaders	

Objective: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement

Aligned to protected characteristics (list characteristics):

- Gender, religion, Age, Disability, Ethnicity, Colour or national origin, Sexual identity and orientation

What helped us arrive at this objective: Pupil attendance monitoring, Parental workshop attendance figures, Parental consultation attendance

Action	When	Who	Cost	Success Criteria	Monitored	Review
*Monitoring of pupil attendance	Daily	FLO/HT		*Attendance figures will be 97%	FLO/HT	
*Review communication systems with parents	September 2019	Single Equality working party School Administrator		*All parents are able to access information provided by the school	DHT/School administrator	
*FLO support for parents	Daily	FLO/HT/CTs		*Parents are provided with support when required/ not isolated	HT/CT	
*Parent questionnaire focus on workshop provision	September 2019	DHT/Single Equality working party		*A greater percentage of parents attend workshops	DHT/HT	
*Review opportunities	November 2019			*Opportunities for parents to be involved in with their child/cares	HT/DHT	

for parental engagement		DHT/Single Equality working party		education are maximised.		
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Objective: To increase staff understanding of mental health difficulties and to ensure that adults and children experiencing these difficulties are well supported.						
Aligned to protected characteristics (list characteristics):						
<ul style="list-style-type: none"> Gender, religion, Age, Disability, Ethnicity, Colour or national origin, Sexual identity and orientation 						
What helped us arrive at this objective: Increased number of children and staff who have/are experiencing mental health difficulties.						
Action	When	Who	Cost	Success Criteria	Monitored	Review
*Staff wellbeing working party meetings	Termly	Wellbeing working party	n/a	*Initiatives/policy are reviewed to ensure good support is available for staff	HT/Govs	
* Weekly wellbeing meeting	Every Friday	HT/all staff	n/a	Wellbeing strategies shared each week	HT/DHT	
*Training in the causes/symptoms of mental health difficulties in children/adults	For children September 2019	All staff	£500	*Staff have a greater understanding of mental health difficulties and how to best support children with them.	HT	
*Provision of therapies for children experiencing mental health difficulties e.g. *Play therapy *Drawing and talking	Weekly provision reviewed termly	Inclusion Leader	£3750	Pupils wellbeing and involvement increases and mental health improves	HT/Inclusion leader	

*Lego therapy						
FLO to support parents and signpost those with mental health difficulties	Daily role	HT		Parents wellbeing/mental health improves impacting on the wellbeing of their child.	HT	