



Dunton Green Primary School

Equality information and objectives Dunton Green Primary School 2021-2023

Approved by:	Standards and curriculum Committee	Date: September 2022
Last reviewed on:	September 2022	
Next review due by:	September 2023	

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	3
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity	3
6. Fostering good relations.....	4
7. Equality considerations in decision-making	4
8. Equality objectives.....	5
9. Monitoring arrangements	12
10. Links with other policies	12

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, Relationship and Health education (PSHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies that focus on our core values and relevant issues. Pupils will be encouraged to participate in such assemblies and we will also invite external speakers to contribute. EG NSPCC
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Protected characteristics – In-line with the Equality act it is illegal to discriminate about;	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<ul style="list-style-type: none"> • Racial incident monitoring. • Response to racial incidents. • Assemblies to children about diversity and valuing differences. • Equality policy. • Assemblies on the core values. • Celebrating acts of kindness. • Staff job descriptions and workforce monitoring. • Anti-bullying policy. • Behaviour policy. 	<p>Personalising learning. Planning for children’s interests and strengths. Recognising that families come from a diverse range of backgrounds. Working closely with parents and carers to tailor provision for children. Regularly audit provision and practice. Celebrate marvellous mistakes in the classroom. Dual language books. Celebrating different cultures and faiths. Class names.</p>	<p>PSHCE curriculum, including circle time. Assemblies. Consistent response to racial incidents working with children and parents of perpetrators and recipients of racial abuse. FLO Community Worker support. Core value of teamwork.</p>
Disability	<p>Equality policy. Accessible building with ramp, lift and disabled toilet. Adapt resources (eg clicker and intervention provision. Inclusive classroom practice.</p>	<p>Making the school building as accessible as possible including the lift. Personalising learning by modifying curriculum and learning resources. Work with external agencies. Adapt/differentiate the curriculum.</p>	<p>PSHCE curriculum, including circle time. Assemblies. Working closely with parents and carers. Effective resources. School values. Educational visits.</p>
Gender	<p>Equality policy. Analysis of attainment outcomes by gender. Roles of responsibility for pupils eg Head Boy and Head Girl/Peer mentors/School council. DT & PE for both genders eg Boys and Girls football club. All club activities are open to both</p>	<p>Targeted curriculum provision and Interventions e.g. to improve boys’ writing with male author visit. Celebrate outside individual achievements in praise assembly. Gender neutral toys in EYFS. Reading books aimed at both genders, read by all and core books selected with strong female</p>	<p>PSHCE curriculum, including circle time. Assemblies. Challenging stereotypes and raising aspirations. Sports activities and participation in both intra-house and external competitions. tournaments.</p>

	genders.	characters.	
Gender reassignment	Equality policy. Underpinned by our values of respect and tolerance. We are sensitive to the fact that children may identify with a gender different to their birth gender or they may experience direct or indirect discrimination if someone in their family is living with discrimination issues relating to gender reassignment.		
Pregnancy and maternity	Staff are given the option of when to reveal the pregnancy to peers. Risk assessment in place. All pregnancy related appointments can be taken during the school day. Staff are able to select some, all or no correspondence during the maternity period.	Risk Assessment. Pregnant staff member to have a supportive meeting with their line manager to ensure they are comfortable and able to carry out their duties or make adaptations where necessary.	Staff are welcome to visit the school with their child during their maternity/paternity leave. 'Keep in touch days' are agreed following the birth. Staff have the option to request flexible working. Requests from staff to attend 'special' events are considered sympathetically eg first day at school, graduation ceremonies.
Age	Not applicable with this age group. However, parents may be of differing ages and are supported by the FLO where appropriate.		
	The staff age range (21-62+). Giving younger children responsibilities. Recruitment of staff within different age groups. (Eg very young – highly experienced).	Opportunities for all ages (sports day etc.) Opportunities to represent their class as a school councillor.	Mutual respect fostered in effective working relationships.
Religion and belief	Equality policy. RE policy and scheme of work. Assemblies. Curriculum Guides. Authorised absence for pupils to celebrate key festivals eg Eid.	Visitors from different faith backgrounds speak to children. Children visit different places of worship. Development of cultural capital through current affairs and knowledge an understanding of aspirational figures from class names.	Assemblies and curriculum provision. Discuss important religious festivals that have importance for children and also those from religions not well represented within the school community. Humanism as part of the curriculum.
Sexual orientation	Equality policy. We are sensitive to the fact that young children may identify anywhere on the sexuality spectrum and they may experience direct or indirect discrimination if someone in their family is living with discrimination issues relating to sexual orientation.		
	Anti-bullying policy. Behaviour policy. Pupils take on roles through performance, which may traditionally be gender specific.	PSHE and Sex & Relationships Education curriculum. Non-gender specific uniform.	Core values. Current affairs. Sex and relationships education. Assemblies - celebrating differences.
	Fair recruitment process. Promote	Provide support from the Inclusion team.	We communicate well with

Marriage and civil partnership	equality (same sex parents/carers) by discussing in PSHE lessons.	Supporting different types of families.	married/divorced/single and same sex parents/carers. We contact both parents if separated with separate reports or parents evenings if necessary. Pupils are taught about healthy relationships in different family types.
---------------------------------------	---	---	--

Ethnicity and race (as declared on parental forms) Academic year 2022-23		
	Number of pupils	Percentage (%) of school population
White British	136	73.51%
Other ethnicity or undeclared	49	26.48%
EAL	33	17.84%
Gender (different year groups have different % of boys & girls)		
	Number of pupils	Percentage (%) of school population
Male	90	48.65%
Female	95	51.35%
Attendance September 2021 – July 2022		
	Number of pupils	Percentage (%) of school population
Disadvantaged	63	34.23%
Non-disadvantaged	121	65.76%
Attendance % for all pupils	189	92.39%

Attendance % for disadvantaged pupils	63	88.99%
Persistent absence (below 90%) all pupils	46	25.00%
Persistent absence (below 90%) disadvantaged pupils	28	15.21%

	Number of staff	% of staff
Total number of staff	33	100%
Female	32	97%
Male	1	3%
White British	30	91%
Ethnic minority	3	9%
Younger than 25 years	2	6%
25 – 40 years	12	36%
Above 40 years	19	58%

Equality Objectives 2021 -2023

Dunton Green Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. The Public Sector Equality Duty (PSED) requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evaluations that we undertake on a termly and annual basis. Our equality objectives focus on those areas where we have agreed to take action to improve equality.

Objective 1: to improve the outcomes for disadvantaged pupils so that the gap between this group and their peers reduces.			
Why have we chosen this objective	To achieve this objective we will	Progress towards this objective	Additional actions 2022-23
<p>We want to ensure that the best possible provision is put in place for children from disadvantaged backgrounds so they are supported and are able to access the learning, particularly those children who also have additional SEND. By targeting this group of pupils we intend to improve their rates of progress and reduce the attainment gap.</p>	<p>Provide support and professional development for staff in identifying provision for disadvantaged/ SEND pupils</p> <p>Provide support and professional development for leaders in regularly monitoring the progress and attainment of disadvantaged/SEND pupils</p> <p>Ensuring that funding is used effectively for this group of pupils. This will include support for enrichment activities as well as academic support. Where pupils are required to access technology for home or remote learning the school will ensure they have access to technology. Pupils will be supported to have the correct items of</p>	<p>All PP pupils and those with SENd (high crossover in DG) have accessed either art club, lego club, sports club, musical theatre club and or Rocksteady band across the past year.</p> <p>All FSM pupils have been funded.</p> <p>All pupils have had the opportunity to perform at least twice.</p> <p>SENdco has worked with class teachers to establish, monitor and evaluate provision plans.</p> <p>Support staff team have received training in SPAG, Maths and working with pupils with Autism.</p> <p>Where pupils do not have access to technology they have been provided with a laptop for use at home.</p> <p>Support staff received raining through the partnership.</p> <p>Recruited more efficient support staff.</p> <p>Summer 2021 Disadvantaged Reading Yrs 1- 6 42% EXP</p>	<p>Metacognition project for all teaching staff and support staff in classrooms. 2 year project with extensive training.</p> <p>Lowest 20% of pupils have been identified and shared with staff at the beginning of the year – expectations that most experienced staff are working with SEN pupils.</p>

	school uniform.	GDs 3% Summer 2022 50% EXP 6% GDS Combined 2021 15% EXP Combined 2022 21% EXP	
Objective 2: to improve the attendance of disadvantaged pupils.			
Why have we chosen this objective	To achieve this objective we will	Progress towards this objective	Additional actions 2022-23
We want every child to have the best possible chance to achieve their potential in their learning. By being at school every day, the children are given an equal chance to achieve in their education and to keep up with their peers.	Making sure children understand the importance of good attendance and punctuality. Provide accessible ways for children to share concerns, which may prevent them from arriving on time or regularly. Discussing any problems the child(ren) may have at school, and informing their teacher about anything relevant Supporting vulnerable families in their children's attendance by holding them to account for their legal responsibility to being their children to school Referring families to the Education Welfare Officer (EWO) if there are concerns	Attendance celebrations are well received by pupils and parents. There are a number of families who are persistently absent and the school has continued to work with these families over the year. There were considerable bouts of childhood illness – hand, foot and mouth, stomach bugs, chickenpox etc.. 2021-22 PA 25% (14 pupils with PA have now left the school) Whole school attendance 91.8% FFT national 92.8% FSM6 87.9% National 90.5% Non FSM6 94% National 93.7% 72 letters sent to parents across the year Ranging from Letter 1 to letter 3 and meetings with HT. The letters had minimal impact. Penalty notices applied for – even when attendance was significantly low are frequently not upheld by the local	Meetings in diary for the attendance team. (Every 3 weeks) An action plan for addressing low and PA absence. Punctuality monitored with the same rigor as non-attendance. Attendance protocol had been updated and shared with staff. Parent factsheet shared at the beginning of term. PA from previous year to receive letters.

	around attendance which is affecting learning. Celebrate a good level of attendance and improved attendance.	authority. Two pupils with significant health issues had PA. One pupil DNA school for the whole year. Families on low incomes take their children out for one or two weeks to go on a holiday term time. Non-attendance remains the strongest barrier to making improved progress for our vulnerable pupils.	
--	--	---	--

Objective 3: to monitor and analyse pupil achievement by groups including SEND and gender and act on any trends or patterns in the data that require additional support for pupils.

Why have we chosen this objective	To achieve this objective we will	Progress towards this objective				Additional actions 2022-23								
<p>The data outcomes show that the gap between girls and boys – particularly in writing is widening – this is particularly evident following the impacts of the lockdown where boys found home learning more challenging.</p> <p>End of summer data 2021 Writing Difference between Boys v girls EXP 14% GDS 8% Maths 65% Boys V Girls 69% EXP</p>	<p>Continue to monitor specific resources within the curriculum which will appeal to boys and raise interest and aspiration in learning.</p>	<table border="1"> <tr> <td>Boys EXP Yrs 1 – 6</td> <td>Boys GDS Yrs 1 – 6</td> <td>Girls EXP Yrs 1 – 6</td> <td>Girls GDS Yrs 1 – 6</td> </tr> <tr> <td>33 40%</td> <td>6 7%</td> <td>30 42%</td> <td>5 7%</td> </tr> </table>	Boys EXP Yrs 1 – 6	Boys GDS Yrs 1 – 6	Girls EXP Yrs 1 – 6	Girls GDS Yrs 1 – 6	33 40%	6 7%	30 42%	5 7%				<p>Repeat writer in residence for Upper KS2 children.</p> <p>Training and expectations set for teaching staff in providing support for lowest 20% and differentiating learning for SENd pupils.</p> <p>Pre-teaching in place for SENd pupils.</p> <p>Repeated raining for Phonics programme for support staff and teachers teaching phonics. (Little Wandle)</p> <p>Support from English hub teaching school (Kingsnorth) for phonics and reading across the school.</p> <p>Further investment in banded reading books for KS2 planned.</p>
Boys EXP Yrs 1 – 6	Boys GDS Yrs 1 – 6	Girls EXP Yrs 1 – 6	Girls GDS Yrs 1 – 6											
33 40%	6 7%	30 42%	5 7%											
		<p>Almost no gap between boys and girls writing – although the % of pupils across the school reaching EXP is too low, pupils have made good progress across the year. Boys at 20% EXP in December 2021 and no % GDS. Maths 69% Boys V Girls 59% EXP GDS Girls 18% V Boys 15%</p> <p>Author in Yr 6 was very motivating for boys in upper KS2 and this cohort of boys made exceptional progress in writing.</p>												

Girls and Boys 20% GDS		<p>Core texts have been altered to have more appeal to both genders.</p> <p>Independence in writing has developed over the year with the continued use of conferencing.</p>	
------------------------	--	---	--

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

The equality objectives in this document will be reviewed by the Standards and Curriculum Committee at least every 4 years.

The equality information in this document will be approved by the Standards and Curriculum Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- Health and relationships education
- Behaviour policy
- Teaching and learning policy

Equality is also embedded within the school's curriculum plans/sports premium allocation and pupil premium funding statement.