

Sawley Infant & Nursery School



Equality Duty Information Report

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- School Improvement Plan
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- School Behaviour Policy

1. The Public Sector Equality Duty

- 1.1 The Public Sector Equality Duty is set out in Section 149 of the Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:
- 1.2 Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Actⁱ
- 1.3 Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share itⁱⁱ
- 1.4 Foster good relations between people who share a relevant protected characteristic and people who do not share itⁱⁱⁱ.
- 1.5 The full Act is available [here](#).
- 1.6 The Equality Act 2010 requires schools to publish information to demonstrate compliance with the aims of the Public Sector Equality Duty.
- 1.7 Schools have to update the published information at least annually and to publish objectives at least once every four years.
- 1.8 Published information includes:
 - Information about how the school is performing in relation to the three aims of the Equality Duty:
 - Eliminate unlawful discrimination, harassment and victimisation.
 - Advance equality of opportunity.
 - Foster good relations.
 - Information about the diversity of the school population, relating to persons who share a relevant protected characteristic. This includes:
 - Pupils (***see Appendix 1: Protected Characteristics for the Current Year***)
 - Employees (*if the school employs 150 staff or more*¹).
- 1.9 Schools must ensure that individuals are not able to be identified through the publication of data. In line with DfE guidance, Sawley Infant & Nursery School does not publish data that relates to fewer than 3 people (staff or pupils). We will not publish any information that can specifically identify any child.
- 1.10 The information published in this document is our response to the Public Sector Equality Duty.

¹ Listed bodies with fewer than 150 employees are not required to publish information relating to their employees (but they can choose to do so if they wish). They will still need to ensure, however, that they collect and use enough workforce information to effectively meet the general equality duty.

2. How does Sawley Infant & Nursery School comply with the Act?

- 2.1 Sawley Infant & Nursery School acts to address barriers faced by pupils, parents, volunteers, visitors, trustees and governors with protected characteristics. We are also working hard to be a good employer of people with protected characteristics.

Setting equality objectives

- 2.2 Our aim is that **all** our pupils, staff and other members of the school community are enabled to **Sparkle and Shine** as part of the Sawley Infant & Nursery School community.
- 2.3 Sawley Infant & Nursery School takes full account of equality and accessibility in day-to-day policy, decision-making and practice. Sawley Infant & Nursery School's Equality & Diversity Policy sets out our commitment to equality and diversity and how we address the principles of the Public Sector Equality Duty (the Equality Plan).
- 2.4 Equality objectives are addressed through the School Improvement Plan, Equality Action Plan and Accessibility Plan as appropriate.
- 2.5 We involve and consult staff, pupils, governors, parents and carers, trust central staff and directors as appropriate when setting and reviewing our objectives.
- 2.6 Our equality objectives are based on our analysis of data and other evidence. They focus on those areas where we have identified actions we can take to improve equality and tackle disadvantages. We regularly review the progress we are making to meet our equality objectives.

Addressing our responsibilities

- 2.7 We address our responsibilities as follows:
- Through our admission procedures and continuous review, we identify children who have specific needs and work in partnership with parents and carers to address these in the most appropriate way
 - We collect data and monitor the progress and outcomes of different groups of pupils and use this data to support school improvement. We act to close any gaps, for example, for those making slower progress in acquiring appropriate literacy and numeracy skills.
 - We use a range of teaching strategies to ensure we meet the needs of all pupils. We provide support to pupils at risk of underachieving
 - We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
 - We take opportunities to reduce and remove inequalities and barriers that may already exist between, for example:
 - disabled and non-disabled people
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys
 - We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where required.

Positive action

- We take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics (e.g. targeted support).

Fostering good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

Other ways we address equality issues

- We ensure all staff and volunteers understand their responsibilities through induction training and training, briefings and discussions throughout the year. We maintain records of all staff and volunteer training relating to equality & diversity
- We consider equality and diversity implications when reviewing existing policies and procedures and introducing new policies and practices
- Governors review equality and diversity issues regularly at governing body meetings. The board of directors and each academy governing body has an individual nominated to monitor equality and diversity issues, objectives, progress and achievement.
- We seek and review feedback from parent questionnaires, parents' evenings, focus meetings and other opportunities to engage with parents, carers and the wider community as they arise.
- We seek and review feedback from staff surveys, staff meetings and training events
- We review feedback and responses from the school council and PSHE lessons
- We consider issues raised in annual reviews or reviews of progress on individual education plans/ personalised provision maps, mentoring and support.

Monitoring and reviewing objectives

- We review progress against our equality objectives every year and publish a report annually on progress towards achieving them.

3. Our progress and achievements

- 3.1 Please see **Appendix 2: Progress & Achievements** for some examples of what we have done in recent years towards fulfilling our responsibilities under the Equality Act 2010 and the Equality Duty. and our most recent annual review

4. Our current objectives

- 4.1 Please see **Appendix 3: Current Equality Objectives and Action Plan** for our current objectives and action plan for this 4-year period.
- 4.2 Each year, we will work together with our school community to deliver our equality objectives.
- 4.3 We will report annually (as a minimum) to show evidence of the steps being taken and progress made towards meeting our equality objectives.

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Public Sector Equality Duty

The information below shows the makeup of our pupils in relation to the protected characteristics. National figures have been included where possible. The data is for the academic year 23/24 and is taken from the school information system. Attendance Data is for the academic year 22/23 unless otherwise shown.

Pupils with Protected Characteristics	Current Year: (2023-24)
Gender	
No on roll	265
Boys	133
Girls	132
National Curriculum Year Groups	
N1	22
N2	50
R	51
1	62
2	80
SEND	
No SEND Provision	208
SEN Provision – EHCP (E)	6
SEND Provision – Support (K)	51
Total SEND – E & K	57
ASD <i>Autistic Spectrum Disorder</i>	
BESD/Mental Health <i>Behaviour, Emotional, Social</i>	11
Hearing Impairment	1
MLD <i>Moderate Learning Difficulty</i>	6
Multisensory Impairment	4
Physical Disability	3
Profound & Multiple Learning Difficulty	
Speech, Language and Communication Need	32
Specific Learning Difficulty	
Severe Learning Difficulty	
Other Difficulty / Disability	
SEN Support but no specialist assessment of type of need	
Visual Impairment	
Pupils in Care	
Pupils in Care	1
Low Income Backgrounds	
Pupils eligible for FSM	58
Pupils NOT eligible for FSM	207

Pupils in receipt of PPG	58
EAL	
English as an Additional Language	12
Ethnicity %	
Any Other Asian Background	4
Any Other Black Background	
Any Other Ethnic Group	1
Any Other Mixed Background	4
Any Other White Background	13
Bangladeshi	
Black - African	1
Black - Caribbean	
Chinese	3
Gypsy/Roma	
Indian	4
Not Obtained/Specified	
Pakistani	
Traveller of Irish Heritage	1
White - British	217
White – Irish	
White & Asian	2
White & Black African	3
White & Black Caribbean	12
Religion %	
Buddhist	1
Catholic	
Christian	30
Hindu	1
Jehovah's Witness	
Jewish	
Muslim	2
No Religion <i>Includes none/not specified</i>	220
Other	
Roman Catholic	8
Sikh	3
Attendance	
Overall Attendance %	94.14
Authorised Absence %	4.14
Unauthorised Absence %	1.71
No of Persistent Absentees	34
DIS Attendance %	88.56
DIS Authorised Absence %	4.2
DIS Unauthorised Absence %	1.66
No of DIS Persistent Absentees	25

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Public Sector Equality Duty

Progress & Achievements against Equality Objectives	(2019-2023)
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Our equality objectives for 2019-2023 were in place to help us enable all our pupils, staff and other members of the school community to *Aspire...Achieve...Thrive...* as part of the Willows Academy Trust community. Here are some examples of the progress we have made in recent years to promote equality and diversity and facilitate inclusion in all aspects of school life:

Sawley Infant and Nursery School

- Playground equipment replaced to include a swing suitable for children with physical disabilities
- New sensory room built and equipped to support children with sensory needs
- Outdoor sensory area refurbished
- Teaching Assistants provide 1:1 support to individual children as needed to help them access the curriculum and engage in school life
- Catering provision is adapted to meet the needs of individual pupils
- Nurture area equipped to support School and Nursery children with special educational needs and disabilities.
- Staff trained in appropriate skills to support pupils with disabilities e.g. Epilepsy and Manual Handling
- PSHE lessons and assemblies address issues of diversity and inclusion in an age-appropriate way.
- Strong anti-bullying ethos and comprehensive behaviour policy
- Pupils feel confident to share worries or concerns which helps staff to identify and deal with issues of discrimination, bullying and harassment promptly and effectively.

Progress & Achievements against Equality Objectives	Previous year: 2022-23
Objective 1: To narrow the gap between pupils from low/no-income families and those of their peers.	
<ul style="list-style-type: none"> • 5 concerns of poverty used as a tool to identify specific needs gaps of disadvantaged children • Phonic lead monitors provision for phonics for pupils in receipt of high needs top up funding (to ensure targeted provision that meets individual pupil needs) • Strategic timetable for Y1 and Y2 screening prep which is analysed regularly (to ensure intervention is planned to target pupil needs over time) • Provision of early help support including emotional and practical support for families affected by the on-going challenges presented by financial strains (Family Liaison Officer). • Alternatives to on-line learning provided during the COVID-19 school closure period to support families from low- and non-income backgrounds unable to access internet provision. • Subsidised/free clubs and activities provided • Introducing a 'triangle of need' for pupils identified as disadvantaged (to allow staff to have a good understanding of pupils' basic needs and tailor provision) • All staff engage in pupil progress meetings to reflect on pupil need and data analysis - for the purpose of swift identification of intervention needs 	
Objective 2: To ensure curriculum provision meets the needs of all children including those with SEND	
<ul style="list-style-type: none"> • Nurture Unit provides focussed interventions for children with SEND. Extended to Nursery Unit in Sept 2022 • Classroom adaptations to meet children's individual needs (e.g. quiet learning spaces) and enable learning • Targeted interventions to meet pupil's needs 	

- All SEND pupils have individual profiles which transition to Sawley Junior School for continuity of provision
- A differentiated approach to all learning
- Worked with Shardlow Primary School to share training on Active Hands intervention for pupils with special educational needs.
- Review inclusion for subject through monitoring and consideration of pupil needs (to ensure strategies to support inclusion and challenge for different groups are reflected in curriculum statement and provision for subject)
- Sensory Room
- All SEND children mapped and analysis of data dealt with separately with comparisons made against the school cohort and the national picture
- An experienced senior leader has dedicated time for SENDCo responsibilities: she leads quality internal CPD for staff and liaises with external agencies
- All SEND pupils have individual profiles which transition from Sawley Infants for continuity of provision
- A differentiated approach to all learning is an embedded expectation.
- Focused school improvement planning has highlighted the development of a curriculum that is ambitious for all learners.

Objective 3: To protect pupils and adults against prejudice and increase understanding of equality through direct teaching and training.

- School Improvement Plan includes targets to raise the profile of core values and equality and diversity throughout the curriculum
- Inclusion of aspects of equality & diversity in school assemblies and themed activities and displays
- Embedded throughout the PSHE curriculum
- Engagement in culturally diverse activities including Chinese New Year and Diwali
- Emotional Learning Support Assistants appointed
- Representation of ethnic groups in assembly visitors and trips
- Staff training in attachment and sensory needs and the impact of trauma on pupil behaviour –
- Reviewed behaviour policy based upon restorative practice to widen staff awareness of pupils socially diverse backgrounds
- Materials reviewed to ensure balanced representation in printed materials

Significant people in History curriculum / Assemblies reviewed to reflect protected characteristics

Objective 4: To ensure all staff, volunteers, governors and directors are aware of current legislation surrounding equality and diversity and understand their responsibilities within this legislation.

- The Equality and Diversity policy and objectives is reviewed by the CEO and directors and shared with the whole school community
- Training cycle to involve equality and diversity representation
- Equality and Diversity policy and the Equality Objectives are shared as part of staff induction
- Equality and Diversity policy shared with the whole school community on the Willows Academy Trust website (signposted from the school website)
- Equality & Diversity is a standing agenda item as part of the CEO Report on Board of Directors' meetings and regularly reviewed on Academy Governing Body meetings
- Equality & Diversity is a standing agenda item as part of the Headteacher's Report on Academy Governing Body meetings
- Equality & Diversity Link Governor appointed
- Training & staff briefings

Sawley Infant & Nursery School

Equality Objectives & Actions: 4 Year Plan (2023-27)

Objective	Headline	Rationale	Proposed Actions	Outcome Targets
Eliminate discrimination, harassment, victimisation				
Objective One	To improve understanding of equality and diversity principles and raise the profile of core values for all members of the school community	To broaden awareness of a wider and more diverse community than currently represented in school and increase understanding of the principles of equality and diversity.	<ul style="list-style-type: none"> Develop support materials to raise the profile of Core British Values Create equality and diversity pledge poster and link to <u>Respect</u> behaviour superheroes 	Children are able to join in with discussions around key principles and demonstrate understanding of equality, diversity and values. Staff make explicit links across the curriculum
Objective Two	To promote representation and celebration of diversity to educate against discrimination and/or prejudice.	To ensure our diverse society is well represented in the school environment, curriculum and school ethos and prejudicial behaviour is addressed	<ul style="list-style-type: none"> Equality and Diversity online training for staff Equality and diversity training courses for leaders/link governor 	Staff are clear how they can promote equality and diversity in school and tackle discriminatory behaviour Learning environment is inclusive for all
Advance equality of opportunity between people				
Objective Three	To analyse protected characteristics for employee data and evaluate staff wellbeing to advance equality of opportunity for all.	To ensure we provide equality of opportunity for all employees, improve employee well-being and ensure staff are supported fully in their roles	<ul style="list-style-type: none"> Introduce staff supervision meetings Review teacher appraisal processes Workload review Analyse workforce groups - protected characteristics 	Underrepresented groups are identified and considered during recruitment Staff wellbeing and personal / professional development show positive trends
Objective Four	To ensure curriculum provision and environment meets the needs of all children including ambition for disadvantaged pupils and those with SEND.	To identify and respond to the unique needs of our school community and reflect sensitively on effectiveness of provision for individuals and groups	<ul style="list-style-type: none"> Review and develop individual and group provision for learning, behaviour and accessibility needs. Evaluate impact of provision 	Outcomes for identified groups are positive compared to prior attainment and peer comparison.
Foster good relations across all characteristics				
Objective Five	To review policies and practices to ensure ongoing compliance with the Equality Act 2010 and eliminate potential discrimination.	To embed equality and diversity into every part of the life and work of the school and minimize opportunity for unconscious discrimination or bias.	<ul style="list-style-type: none"> Introduce Equality Impact Assessments for policy and procedure reviews Include in staff training and induction materials 	Staff and governors are actively evaluating the impact of provision on groups and can evidence consultation, compliance access and positive impact of reviews.
Objective Six	To increase engagement with pupils and families eligible for disadvantaged funding to strengthen provision and narrow attainment gaps.	To raise engagement and achievement to narrow the attainment gap for disadvantaged pupils across all characteristics	<ul style="list-style-type: none"> Review and further develop mechanisms to engage families in learning links between home and school Increase knowledge of personal interests and participation in extra curricula and learning support activities 	Increased engagement with home school learning and after school clubs. Good school attendance for pupils Parents attending workshops events. Positive attainment and progress data

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
DRAFT V0.1	Nov 19	DD	
DRAFT v0.2	Nov 19	DD	Revised following discussion with JH
DRAFT v0.3	Dec 19	DD	Revised following review and input from Exec Team. Approved by directors in principle (Feb 20). Headteachers to populate with required information.
V1	Oct 20	DD	Updated with information from schools
v2	June 21	DD	Updated with information from schools on progress against objectives and the protected characteristics. No change to objectives.
DRAFT v3	April 2022	DD/Headteachers	Circulated for headteachers to update Appendices.
v3	Sept 22	DD	Updated with information from schools on progress against objectives and the protected characteristics. No change to objectives.
V4	Dec23	MH	Edited to be adopted as an individual school / academy document following Trust Merger

Notes

i Prohibited conduct:

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

Indirect discrimination occurs when a condition, rule, policy or practice in your school that applies to everyone disadvantages people who share a protected characteristic.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

ii The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

iii Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.