



**Equality Information & Objectives**  
**2022 - 2023**

## Introduction

Nevill Road Infant seeks to foster a warm, welcoming and respectful culture, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

This is achieved by ensuring the well-being of all pupils. These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT; assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parent/carers, other schools and the local community.

Equality is ensuring individuals or groups of individuals are not treated differently or less favourably on the basis of their specific protected characteristics i.e. gender, race, disability, age, religion / belief, family background or sexual orientation.

In education, inclusion is ensuring that barriers are removed to enable all children to participate equally in effectively planned activities to meet individual needs.

### Nevill Road Infant School

Nevill Road Infant School welcomes and includes all

Nevill Road Infant School values and showcases the richness and variety of the world's racial, ethnic, cultural and religious groups in our local community

Nevill Road Infant School curriculum aims to give children the knowledge, understanding, skills and attitudes that are needed as global citizens for life in Britain's modern society

Nevill Road Infant School promotes positive perceptions of different lifestyles, families and values

Nevill Road Infant School recognises and challenges discrimination, prejudice and stereotyping

Nevill Road Infant School is actively flexible and responsive to child, staff, parent & carer needs ensuring they are brilliant

We recognise and welcome our equality duties as set out in the Equality Act 2010 and have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only),
- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity (staff only)
- marriage and civil partnership (staff only)

We link our work on equality to our duties under the Education Reform Act 1988 to provide a balanced and broadly based curriculum which:

- *'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*
- *will prepare such pupils for the opportunities, responsibilities and experiences of adult life.'*

We take seriously our duty to show due regard and this is evidenced through minutes of meetings and through the completion of equality impact assessments.

We welcome the involvement of and feedback from the school community on the information and objectives published. We also actively aim to recruit parents and carers who belong to protected groups to our governing body and Parent Teachers Association. Please speak to the Head teacher with any feedback or come to one of our meetings for groups of parents and carers.

## **Evaluation of actions from previous academic year:**

To ensure that displays and information in the main reception area and on notice boards is reflective of different languages and cultures within our community.

To further develop behaviour systems throughout the school with the children involved.

To develop a strategy for creative and purposeful positive play especially at playtime.

To further develop the 'offer' of physical activity at lunchtime.

To revisit the use of prejudicial language through PSHE lessons, assemblies and continuing to enrich and further educate children via special celebratory weeks / days.

To audit school resources to check for inclusion of and reflection of our school community.

To ensure all teachers are fully aware of the expectations regarding the learning environment.

To incorporate new display boards in the main school corridor.

To create a strategic plan for the development and refurbishment of the whole outside area.

To implement a 3-yr premises plan.

To create a costed plan for toilet refurbishment.

To ensure that positive use of language is modelled and encouraged and that anything inappropriate i.e. outdated is challenged.

To further develop the role of staff governor.

To consider a governor notice board in school to share information with staff.

To implement an annual Governor Newsletter to parents

To ensure the Parent Council is embedded as part of the school.

To consider the inclusion of special school pupils who may need reintegration into mainstream school.

## Summary Equality Objectives

### Fostering Good Relationships:

- To continue to monitor the PSHE and wider curriculum to ensure gender and other stereotypes are being challenged and the school is a safe space for pupils / students to express their gender identity how they wish to
- To provide staff training updates on equality and diversity issues
- To continue the commitment to Restorative Justice pervading all aspects of school life

### Eliminating Discrimination:

- To continue to monitor bullying type incidents especially around race, gender / gender identification, sexuality and social standing / status
- To continue to review the anti-bullying policy in consultation with the whole school community and in particular protected groups of pupils / students to increase numbers of pupils / students reporting that their school is good at dealing with bullying.
- To ensure planned school events and celebrations include representation of diverse groups

### Advance Equality of Opportunity:

- To raise the attainment and progress of those children in receipt of the pupil premium
- To consider ways of closing the gap in attainment between those children with special educational needs and/or disabilities and those without
- To positively advance the attainment, progress and school experience for those children with protected characteristics

## Equality Information and objectives

### 1 Contextual information

Nevill road Infant School is much larger than the average-sized school, with most pupils having White British backgrounds. An average proportion of pupils are known to be eligible for free school meals. The proportion of children with Education Health and Care Plans and of children who are registered as having Special Educational Needs is in line with the national average. We have high numbers of children with Speech and Language difficulties and high number of children exhibiting behaviours in line with ASC. The school includes a small minority of pupils who have severe learning difficulties or disabilities who have much greater difficulty in learning than the majority of

pupils. A growing number of pupils speak English as an additional language. We are also aware that there may be children in our school community who may begin to question their gender identity and may express this in a way that does not conform to stereotypical norms or the gender they were born as. We are also aware that children in our school may begin to exhibit behaviours that may begin to indicate they will grow up to be lesbian, gay or bisexual. We also know that our staff and parents and carers will be represented across all the protected groups.

### **Fostering good relations information**

In our school we take pride in the range of work we do to foster good relations.

We aim to foster good relations by:

- Providing annual staff training on at least one aspect of equality and diversity.
- Ensuring the whole school environment and curriculum reflects the diverse community within which we live. We aim for all pupils / students in our school to see themselves reflected in the stories we read, the assemblies we hold and in our displays and curriculum.
- Giving clear messages about expectations as part of school values and this includes regular assemblies which make use of the Equality Calendar.
- Constantly reviewing and developing the PSHE curriculum so that it provides opportunities to explore values and attitudes, understand similarities and differences and builds understanding of different groups and our own identities.
- The charity work that is run by pupils and students also helps to foster good relations.
- For pupils and students who struggle to understand the importance of respect for others we have a range of interventions such as social skills group work, Restorative Justice, structured playground games and liaison with Police Neighbourhood Schools Officer if necessary.

### **Fostering good relations objective(s)**

- To continue to monitor the PSHE and wider curriculum to ensure gender and other stereotypes are being challenged and the school is a safe space for pupils / students to express their gender identity how they wish to
- To provide staff training updates on equality and diversity issues
- To continue the commitment to Restorative Justice pervading all aspects of school life

### **Eliminating discrimination information**

We work in partnership with parents and carers, pupils and students and the whole school community to prevent all forms of bullying and prejudiced based behaviour and you can read more about our approach to bullying and eliminating discrimination in our Behaviour, PSHE Policy and Sex and Relationship Education Policy.

All bullying and prejudiced based incidents are recorded. These records are used to inform the assembly programme and the PSHE education curriculum and to support and track individual pupils / students. Incidents are discussed during pastoral meetings and reported termly to governors meetings.

We actively encourage parents and carers to report bullying and prejudiced based incidents to us.

### **Eliminating discrimination objective(s)**

- To continue to monitor bullying type incidents especially around race, gender / gender identification, sexuality and social standing / status
- To continue to review the anti-bullying policy in consultation with the whole school community and in particular protected groups of pupils / students to increase numbers of pupils / students reporting that their school is good at dealing with bullying.
- To ensure planned school events and celebrations include representation of diverse groups

### Advance equality of opportunity information

We work in close partnership with parents, carers and external professionals to ensure that children are provided with the best opportunities in which to flourish, regardless of their starting points in life.

All staff are aware of the need to reduce the disparity in attainment and progress of our most socially disadvantaged pupils against those who are not nationally and employ a range of strategies.

All available data is scrutinised termly including vulnerable groups and those with a social disadvantage. The information is shared with teachers and governors and is a central concern in pupil progress meetings.

#### Summary data from 2022

##### Reception Good Level of Development

| All  | B    | G    | SEND | PP | ETH  | CLA |
|------|------|------|------|----|------|-----|
| 78.6 | 79.3 | 77.8 | 0    | 50 | 68.3 | NA  |

##### End of KS1 Teacher Assessment

|   | % at expected standard |      |      |      |    |      |     |
|---|------------------------|------|------|------|----|------|-----|
|   | All                    | B    | G    | SEND | PP | ETH  | CLA |
| R | 75.3                   | 67.3 | 87.5 | 22.2 | 80 | 37.2 | 0   |
| W | 69.1                   | 59.2 | 84.4 | 1.9  | 60 | 34.5 | 0   |
| M | 76.5                   | 69.4 | 87.5 | 22.2 | 80 | 44.5 | 0   |

#### Closing the Gap:

This is statistical data concerning the measurement of difference between the children in our school who are at the greatest disadvantage against the children nationally who are at the least disadvantage.

#### Closing the Gap @ KS1:

Reading- Disadvantaged children 10.3% *above* Nat.Disadvantaged / 9.1% below Nat.Advantaged  
 Writing- Disadvantaged children 8.6% *above* Nat.Disadvantaged / 12.6% below Nat.Advantaged  
 Maths- Disadvantaged children 10.3% *above* Nat.Disadvantaged / 9.9% below Nat.Advantaged

### Advance equality of opportunity objective(s)

- To raise the attainment and progress of those children in receipt of the pupil premium

- To consider ways of closing the gap in attainment between those children with special educational needs and/or disabilities and those without

### Action Plan for 2021 – 2022 following Equality & Inclusion Audit

| Area                        | Audit Statement & Response   | Commentary   | Action  | Success Criteria   | Who       | Resources Needed  |
|-----------------------------|--|--|---|--|-----------|---|
| Reception / Communal Areas  | Diversity and equality is reflected in the range of materials displayed (all communities?)   | <i>The community at NRIS is diverse in terms of culture, belief, background, economic dis-/advantage and this is not reflected in the physical school environment.</i> | To ensure that displays and information in the main reception area and on notice boards is reflective of different languages and cultures within our community.         | All visitors, especially from the school community, feel welcomed and represented.                             | CA        | Time for auditing, printing new and purchasing additional resources.                                |
|                             | Are all cultures and communities reflected in communal area displays?  |  |   |  |           |   |
| Lunchtime / Playtime        | Are play and lunchtimes a further display of the general ambience, culture and ethos of the school?  | <i>The lunchtimes and playtimes are generally calm and children on the whole are well behaved and respectful.</i>  | To further embed behaviour systems throughout the school with the children involved including RJ development  | Playtime and lunchtime incidents of poor behaviour are very rare as positive play experiences pervade.         | ES        | Time with children creating and implementing new behaviour procedures.                              |
|                             | Are play and lunchtimes positive and free from prejudicial and discriminatory behaviour?   | <i>The lunchtimes and playtimes do not always encompass positive and purposeful play.</i>  | To develop a strategy for creative and purposeful positive play especially at playtime.   | The use of prejudicial language is eradicated.   | ES        | Assembly time / PSHE lessons / Special days and weeks e.g. Black History Month / LGBT History Month |
| Outside Areas               | Do playgrounds and outside areas reflect strategies for improving equality and diversity experiences for all children?                         | <i>A few minor incidents re: prejudicial behaviour / use of language have occurred.</i>  | To further develop the 'offer' of physical activity at lunchtime.   |  | II        |   |
|                             | Do playtimes and lunchtimes reflect good behaviour and the respect of children by each other and staff regardless of difference or difficulty? |  | To revisit the use of prejudicial language through PSHE lessons, assemblies and continuing to enrich and further educate children via special celebratory weeks / days. |  |           |   |
|                             | Is the playtime, lunchtime atmosphere one in which cohesion and unity are prevalent and tangible?  |  |   |  |           |   |
| Classrooms / learning areas | Do resources reflect the diversity of different groups / the diversity of the class / immediate community?                                     | <i>The diversity of the school pupil community is not reflected in school resources.</i>   | To continue to audit and develop school resources to check for inclusion of and reflection of our school community.   | Additional resources have been purchased and are present in the school environment as necessary from auditing. | SLs       | SL release time   |
| Display                     | Does the quality of display reflect high expectations and set standards for children?  | <i>Pupil outcomes are celebrated throughout the school however, this is inconsistent and</i>   |   | Learning environments and the general display throughout the school is reflective of high                      | JW<br>CTs | Staff Meeting time  |

|                          |   |   |   |   |          |  |
|--------------------------|---|---|---|---|----------|--|
|                          | Is there a curriculum range on display?   | <i>often appears to pay 'lip-service' to this ethos rather than really celebrating.</i><br><br><i>The whole curriculum is not reflected in display.</i>   |   | quality celebrated outcomes from all children representing the broad curriculum in school.  |          |  |
| School / Pupil Resources | Is the schools physical environment looked after?   | <i>The physical environment of the school is not looked after. It is often untidy, poorly kept → mobiles, windows, carpets, playground equipment, planters, painted walls.</i>  | To create a strategic plan for the development and refurbishment of the whole outside area.<br><br>To implement a 3-yr premises plan. | Plans for the redevelopment of the physical area of school have been ratified with governors and a spending schedule has been put in place. | JW<br>ES | SMT time<br>Governor Mtg<br><br>Significant financial investment |
|                          | Are toilets and communal areas in good order?   |   |   |   |          |  |
|                          | Do resources reflect the diversity of different groups?   | <i>Toilets are just fit for purpose but are not necessarily the most hygienic or conducive to promoting hygiene as they could be.</i>   | To create a costed plan for toilet refurbishment.   |   |          |  |
| Staff                    | Do <b>all</b> staff talk positively about children?   |   | To ensure that positive use of language is modelled and encouraged and that anything inappropriate i.e. outdated is challenged.       | Children are spoken about positively at all times by all members of the school staffing community.  | ALL      | Staff meeting<br>TA meeting                                      |
| Governors                | Is governor involvement evident in the schools general environment, culture and ethos?  | <i>Governors have a role to play in school and this is evident from meetings, minutes and assisting in developing strategy. This is not however, pervading the school.</i><br><br><i>The GB does not reflect the diversity of the school community.</i> | To further develop the role of staff governor.<br><br>To consider a governor notice board in school to share information with staff.  | The school Governing Body are known to all staff and parents and their role is understood.  | GB       | Governor roles review (JD?)                                      |
|                          | Is the school community fully reflected in the governing body membership?   |   |   |   |          |  |
| Parents                  | To what extent are parents/carers and families reflected throughout the general school environment, culture, ethos and physical/learning environment? | <i>Parents are valued and their contributions sought. Decisions have been taken with them but this is not necessarily obvious within the school.</i>  | To ensure the Parent Council is embedded as part of the school.   | Regular parent council meetings are a part of each term where small-scale projects can be undertaken and actioned.                          | ES       | Release time   |
| Children                 | Are children from special schools encouraged to visit and participate?  | <i>This does not happen.</i>  | To consider the inclusion of special school pupils who may need reintegration into mainstream school.                                 | Children are inclusive and accepting of others who may have very different learning / additional needs.                                     | CS       | Time   |