

DARRICK WOOD

INFANT AND NURSERY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES

OCTOBER 2020

Next Review Date: October 2021

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Chancery Education Trust Equality Information and Objectives Statement –
October 2020

CHANCERY EDUCATION TRUST

DARRICK WOOD INFANT AND NURSERY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES

Introduction:

Chancery Education Trust and all the Academy Schools within the Trust fully understand the principle of the Equality Act 2010 and the work needed to ensure that irrespective of a person's age, disability, gender, gender-identity, race, religion beliefs or sexual orientation they are not discriminated against and are given equality of opportunity.

- We try to ensure that everyone is treated fairly and with respect
- We respect the equal rights of our staff and other members of the Academy School's community
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- We recognise that, for some pupils, extra support is needed to help them to achieve and be successful
- We recognise and celebrate diversity within our community whilst promoting community cohesion
- We maintain a strong family ethos. The staff, parents, governors and friends of the Academy School are committed to working together to provide the highest quality of education that will meet the needs of every child and enable them to achieve their personal best
- We aim to make sure that no-one experiences less favorable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation

Legal Framework

1. We welcome our duty under the Equality Act to eliminate discrimination, to advance equality of opportunity and to foster good relations
2. We acknowledge our duties to publish specific information every year to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with disabilities, and the Human Rights Act 1998

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Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics'. Everyone in Britain is protected by the Act. The 'protected characteristics' under the Act are:

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

Number of pupils on roll at the Academy School: 328 as at 09/10/2020

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment that has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

The Academy School will not publish information that relates to fewer than 3 people to ensure that individuals cannot be identified through the publication of data.

Disability and special educational needs

Number of pupils with disabilities and special educational needs: 42

There are pupils at our Academy School with different types of disabilities.

SEND is identified under four categories:

- Communication and Interaction
- Cognitive and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical
-

Special Educational Needs (SEN) Provision

Education Healthcare Plan: 14

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Race

This includes colour, nationality and ethnic and national origins.

Ethnicity	Total Number	Girls	Boys	FSM	EAL	Pupil Premium	SEN	Statemented	SEN Support	Education Health & Care Plan
Any Other Asian Background	9	3 33.33%	6 66.67%	0 0.00%	4 44.4%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Any Other Ethnic Group	5	2 40.00%	3 60.00%	1 20.00%	5 100.00%	1 20.00%	2 40.00%	0 0.00%	1 20.00%	1 20.00%
Any Other Mixed Background	8	4 50.00%	4 50.00%	1 12.50%	2 25.00%	1 12.50%	1 12.50%	0 0.00%	0 0.00%	1 12.50%
Any Other White Background	17	10 58.82%	7 41.18%	3 17.65%	13 76.47%	3 17.65%	2 11.76%	0 0.00%	2 11.76%	0 0.00%
Bangladeshi	1	1 100.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1 100.00%	0 0.00%	1 100.00%	0 0.00%
Black - African	9	5 55.56%	4 44.44%	1 11.11%	2 22.22%	1 11.11%	2 22.22%	0 0.00%	2 22.22%	0 0.00%
Black Caribbean	3	1 33.33%	2 66.67%	1 33.33%	0 0.00%	1 33.33%	1 33.33%	0 0.00%	1 33.33%	0 0.00%
Chinese	9	6 66.67%	3 33.33%	0 0.00%	6 66.67%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Indian	29	17 58.62%	12 41.38%	0 0.00%	20 68.97%	0 0.00%	1 3.45%	0 0.00%	1 3.45%	0 0.00%
Information Not Yet Obtained	10	6 60.00%	4 40.00%	1 10.00%	0 0.00%	1 10.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Other Black	1	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Other Mixed Background	1	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Other White British	1	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1 100.00%
Pakistani	4	0 0.00%	4 100.00%	0 0.00%	2 50.00%	0 0.00%	1 25.00%	0 0.00%	1 25.00%	0 0.00%
Turkish	1	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Turkish Cypriot	1	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
White and Asian	15	8 53.33%	7 46.67%	1 6.67%	5 33.33%	1 6.67%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
White and Black African	3	2 66.67%	1 33.33%	0 0.00%	1 33.33%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
White and Black Caribbean	4	2 50.00%	2 50.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
White - British	194	84 43.30%	110 56.70%	9 4.64%	7 3.61%	10 5.15%	29 14.95%	0 0.00%	18 9.28%	11 5.67%
White - Irish	3	1 33.33%	2 66.67%	0 0.00%	0 0.00%	0 0.00%	1 33.33%	0 0.00%	1 33.33%	0 0.00%

Gender	
Male	173 52.74%
Female	155 47.26%

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Religion and Belief

Year	Nursery 1	Nursery 2	Reception	1	2	Total
Other religion	0 0%	0 0.0%	6 6.67%	2 2.13%	1 1.09%	9 2.74%
Sikh	0 0%	0 0.0%	0 0.0%	1 1.06%	0 0.0%	1 0.3%
No religion	0 0%	13 25.0%	36 40.0%	43 45.74%	32 34.78%	124 37.8%
Christian	0 0%	13 25.0%	28 31.11%	27 28.72%	30 32.61%	98 29.88%
Refused	0 0%	1 1.92%	1 1.11%	2 2.13%	6 6.52%	10 3.05%
Muslim	0 0%	3 5.77%	6 6.67%	6 6.38%	5 5.43%	20 6.1%
Hindu	0 0%	4 7.69%	5 5.56%	7 7.45%	8 8.7%	24 7.32%
Buddhist	0 0%	0 0.0%	2 2.22%	0 0.0%	0 0.0%	2 0.61%
Sikh	0 0%	0 0.0%	0 0.0%	1 1.06%	0 0.0%	1 0.3%
Roman Catholic	0 0%	1 1.92%	7 7.78%	5 5.32%	6 6.52%	19 5.79%
Hindu	0 0%	1 1.92%	2 2.22%	7 7.45%	8 8.7%	18 5.49%
Muslim	0 0%	0 0.0%	1 1.11%	6 6.38%	4 4.35%	11 3.35%
Buddhist	0 0%	0 0.0%	1 1.11%	0 0.0%	0 0.0%	1 0.3%
Other Faith	0 0%	0 0.0%	2 2.22%	2 2.13%	1 1.09%	5 1.52%
Christian	0 0%	4 7.69%	11 12.22%	22 23.4%	23 25.0%	60 18.29%
Total number of students in year group	0	52	90	94	92	328

Chancery Education Trust and our Academy Schools are committed to working for the equality of all our staff, children, parents and carers to meet our duties under the Equality Act 2010.

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What we do to eliminate unlawful discrimination

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate or treat some people less fairly
- We aim to keep an accurate record of the protected characteristics of our pupils and employees
- We have an anti-bullying policy with a focus on celebrating mutual respect, good relations, an absence of prejudice-related bullying including discriminatory and offensive language
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice - based bullying related to disability or special educational need, ethnicity, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation
- We have a special educational needs policy that outlines the provision the Academy School makes for pupils with special educational needs
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We will promote attitudes and values that celebrates and respects diversity and challenge discriminatory behaviour and language wherever it occurs
- We regularly monitor the curriculum to ensure that learning opportunities across the curriculum are in place to promote respect for diversity and challenge negative stereotyping
- We track pupil's progress to ensure that they are achieving in line with their capabilities

What we do to advance equality of opportunity

- We support disabled learners by meeting their individual needs
- We make adjustments where possible to ensure disabled pupils are not put at a disadvantage compared to other pupils
- We collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- We use all available information to set suitable learning challenges for all, responding to pupils' diverse needs and overcoming any potential barriers to learning
- We identify the particular needs of individuals and groups within the School and use targeted interventions to narrow gaps in achievement
- We ensure employment policy and procedures are checked regularly to check conformity with legislation
- All staff posts are advertised formally and open are to the widest pool of applicants
- We provide professional development opportunities for all staff

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What we do to Foster Good Relations and community cohesion

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of all parents and pupils in the Academy School development, e.g. through the parent forum and parent and pupil surveys
- Listening to parents and carers at open evenings, home contact books and Parent View
- Listening to pupils in pupil voice
- Listening to staff during their Appraisal meetings
- Creating opportunities for links within the local community e.g. use of the Academy School premises for lettings, after school clubs and extra curricular activities

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Our Equality Objectives

- The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We regularly review the progress we are making to meet our equality objectives.

Equality Objective 1

Improving attainment and rates of progress by closing the achievement gap for different groups.

To achieve this objective we plan to:

Hold Pupil Progress reviews half termly in order to monitor progress of all different groups and to plan interventions appropriately.

Progress we are making towards achieving this objective:

PPRs held half termly that allow scrutiny of the impact of interventions and Quality First Teaching

Equality Objective 2

Ensuring that all pupils regardless of background or circumstance have fair access to out of hours learning opportunities and extracurricular clubs.

To achieve this objective we plan to:

Provide assistance to anyone for educational learning opportunities on a needs basis.

Progress we are making towards achieving this objective:

Pupils eligible to Pupil Premium Grants are subsidised to allow access to clubs as far as possible

Monitoring and Implementation Policy

	Name	Date
Policy written by	CET Board	October 2020
Reviewed by	Headteacher/Principal/ CET Board	October 2020
Adopted by Governing Board	Local Governing Board	Pending February 2021
To be reviewed annually		
Review by	October 2021	

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