



## Church Hill Infant School – Equality Objectives 2019 - 2022

Aspect of duty	Action	Actioned by	Monitored by	When	Review
Monitor achievement & standards based on gender, ethnicity, disability, sexuality take action where necessary in order to secure good progress for all learners.	Use cohort files to identify issues. Develop strategies for tackling issues. Prioritise in SDP, cohort action plans & performance management.	HT SLT All staff	LAB	Ongoing	Termly standard reports showing progress of various groups including: gender, ethnicity, SEN, FSM. Shared with School Improvement Committee and SEN Governor. Other Governors also check data as part of their monitoring responsibilities.
Monitor access to curriculum with regards to gender/SEN/ethnic minorities	Look at National data at groups and Identify anomalies. Develop strategies for tackling issues, if necessary. Implement strategies.	Whole School	HT SENCO	Annually	Health and Safety audit consider disabilities and SEN.  SEN Policy  Children of all genders, SEN and ethnicity access the full curriculum.
Monitor issues involving bullying and identify any correlation between bullying and SEN/gender/race	Develop strategies to deal with any issues arising. Liaise with external agencies to support vulnerable families Rich PSHE curriculum integrated throughout school ethos PHSE Association resources	School Council HT SLT PSHE Coordinator	FGB Safeguarding Governor	Annually	Bullying Monitoring Log is kept and monitored regularly. LAB updated termly No correlation found between bullying incidents and SEN/gender or race.
Promote positive role models and ensure they are part of every day school life  Monitor the relationship between boys and girls and develop strategy to challenge where appropriate	Ensuring all children have full access to the curriculum: <ul style="list-style-type: none"> <li>Developing positive perceptions for boys and girl's in all curriculum areas</li> <li>Identifying opportunities to promote equal opportunities through planning and delivery of the curriculum when appropriate e.g non-sexist imaginative play, a visitor who counters stereotyping</li> <li>Giving particular encouragement and directing children when appropriate girls- technology and science; boys – English and dance</li> </ul>	All staff PSHE coordinator	LAB	ongoing	Pupils attitude survey shows positive attitude to combating gender stereotypes  School council minutes  Differences in attainment between boys and girls in each year group in reading, writing and



	<ul style="list-style-type: none"> <li>• Subject leaders considering equal opportunity issues when writing subject guidelines, giving support/advice and ordering resources</li> </ul> <p>Organise learning to ensure equality of opportunity for all pupils:</p> <ul style="list-style-type: none"> <li>• Monitoring and evaluating girls/boys achievements, analysis SATs results and addressing issues arising through class teaching</li> <li>• Holding equally high expectations for girls and boys, encouraging the same with parents</li> <li>• Monitoring accessed curriculum</li> <li>• Having regard to teaching groups, strategies and methods</li> </ul> <p>Ensure resources and displays reflect equality:</p> <ul style="list-style-type: none"> <li>• Materials and resources that appeal top girls and boys and reflect positive images and not reinforce serotypes</li> <li>• Display work that is interesting to girls and boys, does not reinforce stereotypes and celebrates achievements for both girls and boys</li> <li>• Balance of teaching time equally between girls and boys</li> <li>• Subject leaders audit/order resources in light of equal opportunity issues</li> </ul> <p>Visitors – male/ female balance All staff as role models</p> <p>School council committee</p> <p>Adapting curriculum to meet the needs of both genders</p>				<p>maths are reported to the Governing Body</p>
<p>To ensure that any employee who becomes disabled is fully supported in maintaining a role appropriate to his or her experience and abilities</p> <p>To ensure that where a candidate ( for a post within school) has a disability reasonable provision will be</p>	<ul style="list-style-type: none"> <li>• Identify need</li> <li>• Removal of barriers to access, whereby structural changes will be considered as and when the need arises and implemented if practicable</li> <li>• Modification and adjustments to working environments for staff</li> <li>• Relevant modifications undertaken for interview process</li> <li>• Review arrangements with individuals on a regular basis</li> <li>• Advice sought from health and safety and well being/ HR</li> </ul>	HT	HT	On going	<p>Roles are carried out effectively Support/ advice given as and when identified.</p>



made for adjustments to the working conditions or environment where it is practicable

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