

Equalities Objectives 2022-2025

At Carlisle Infant and Hampton Hill Junior School, we continuously strive to ensure that everyone is treated with respect and dignity. Every person in our school is given fair and equal opportunities to develop their full potential and participate fully in our school community.

This document sets out the school's equality and accessibility objectives and other information demonstrating how the school complies with its specific duties under the Public Sector Equality Duty, in particular with regard to sex, age, race, disability, religion or belief, sexual orientation (including marriage or civil partnership), gender reassignment, pregnancy or maternity. Equality Act, 2010.

The core equality aims of the school are:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

Eliminating discrimination and other conduct prohibited by the Equality Act 2010	
How the school is complying with its responsibilities	Evidence
The school Accessibility plan is reviewed regularly and shared with staff where appropriate.	Accessibility plan
The public sector equality duty is reflected in the Scheme of Delegation that sets out the way the governing body operates. The governing body actively aims to recruit members from diverse backgrounds so that it reflects the school's diverse community.	Scheme of delegation

<p>The school ensures that reasonable adjustments are made for any staff member or pupil with a physical disability or mental health need to better meet their needs and ensure that any disadvantages they experience are addressed.</p>	<p>Accessibility plan SEND policy</p>
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<p>Advancing equality of opportunity between people who share a protected characteristic and people who do not share it</p>	
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<p>How the school is complying with its responsibilities</p>	<p>Evidence</p>
<p>Inclusive approach shown by the school's staff and SRP (Specialist Resource Provision).</p>	<p>Learning walks Ofsted CIS September 2023 SEND Info Report SRP AFC Review</p>
<p>The school uses data to assess ongoing progress, tracking different pupil groups to ensure that a focus is maintained on ensuring all children from all groups continue to make progress at least in line with their peers. We have a particular focus on the achievement of children who access pupil premium; their progress is tracked and, where necessary, additional support is put in place.</p>	<p>Pupil Progress meeting documents Pupil Premium Strategy</p>
<p>Reasonable adjustments are made to the whole school behaviour policy to ensure that pupils with a disability under the Equality Act are not disadvantaged.</p>	<p>Positive Behaviour policy Written statement of behaviour principles</p>
<p>There is no significant difference between the proportion of pupils with a protected characteristic and pupils who do not share it, achieving the expected standard or above at each key stage.</p>	<p>Outcomes at the end of each key stage Year group progress data</p>

Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

How the school is complying with its responsibilities	Evidence
Any disrespect for, or intolerance of, people of different faiths, cultures or ethnicities, or of people with disabilities, is always challenged directly.	Behaviour policy Anti-bullying policy Anti-racism policy
Both the core curriculum and wider curriculum provide opportunities for pupils to learn about, understand and celebrate different backgrounds, genders, cultures, faiths, abilities, ethnic origins and those with disabilities.	Curriculum progression CIS Carlisle & Hampton Hill Federation - Curriculum Curriculum progression HHJS Carlisle & Hampton Hill Federation - Curriculum Assembly themes
Age-appropriate materials and guidance are used to promote understanding of gender stereotyping, sexual orientation, and same sex relationships within the context of relationships and family life.	PSHE curriculum overview (Jigsaw)
Children are encouraged to learn about and share aspects of the many cultures, nationalities, traditions, languages and faiths represented by our school families. Family members and members of the local community are welcomed into school to enable this.	Curriculum planning documents
The Senior Leadership Team (SLT) regularly lead assemblies celebrating diversity, British values and the importance of equality to ensure understanding.	Assembly themes overview

Equality Objectives

The school has selected equality objectives that will improve the experience of pupil groups based on analysis and the identification of areas where there is potential for improvement.

Eliminating discrimination and other conduct prohibited by the Equality Act 2010				
Objective	Actions	Lead staff	Evidence	Update
Ensure all pupil groups including children with SEND or physical disabilities are supported to take part in extracurricular activities.	<ul style="list-style-type: none"> ● Identify any groups of children that are not able to access extra curricular clubs ● Termly report to SLT ● SLT to analyse data and act on information ● SENDCo 	DHT/SENDCo Admin team	<ul style="list-style-type: none"> ● Analysis of termly report 	
Review uniform across the federation so no items are gender specific, emphasise this message to parents and staff	<ul style="list-style-type: none"> ● Highlight this message in Sept INSET to staff ● Highlight message to parents in uniform communication as part of blurb to go with google form for choosing logo ● Ensure website and uniform guidance has all required info and is accessible 	HTs HTs	<ul style="list-style-type: none"> ● Parent/staff feedback ● website 	
To encourage more applicants with diverse ethnic heritage to the staff and governing body.	<ul style="list-style-type: none"> ● Adverts for staff and governors to include phrasing to encourage applicants from a diverse ethnic heritage 	DF	<ul style="list-style-type: none"> ● Analysis of candidates selected for interview 	

Identify problem areas in the school environments, which are not accessible to all children, staff and families	<ul style="list-style-type: none"> ● Gov to carry out site walk with gov and headteacher to identify problem areas ● F&P to plan for improvements 	HTS, DF, F&P Site Mgr	<ul style="list-style-type: none"> ● Report from site walk, F&P minutes ● Accessibility Plan 	
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Advancing equality of opportunity between people who share a protected characteristic and people who do not share it				
Objective	Actions	Lead staff	Evidence	Update
<p>To get an accurate picture of our staff in relation to the characteristics of our staff community, in order to establish equality of opportunity between people who share a protected characteristic and people who do not share it; And identify any areas where we have concerns</p> <p>Action DF collect info via google survey at September Inset and collate and share with Dec FGB</p>	<ul style="list-style-type: none"> ● Collect info via google survey at September Inset and collate ● Analyse data and identify actions arising from this 	<ul style="list-style-type: none"> ● DF ● HTs 	<ul style="list-style-type: none"> ● Report for FGB ● Actions arising 	

<p>Improve the participation and engagement of parents who have English as an additional language.</p>	<ul style="list-style-type: none"> ● Identify groups of parents who are EAL and need support accessing materials ● Develop links, events and resources to encourage their active participation in school ● Identify staff who are able to speak other languages to support in meetings or with communication where necessary ● Work with PTAs to encourage involvement of families with EAL 	<p>SLT EAL lead</p>	<ul style="list-style-type: none"> ● Attendance registers show increased participation of EAL parents ● EAL parent feedback 	
<p>Identify hidden families- those who do not receive PPG but may need additional support.</p>	<ul style="list-style-type: none"> ● Provide induction support on arrival to new families ● Communicate to parents in relation to support that could be available ● Staff identify any children/family circumstances which may impact children not having access to the same experiences as their peers ● Identify families who arrive new at HHJS or in year admissions and ensure they are well supported 	<ul style="list-style-type: none"> ● HTs ● PPG Leads/ admissions officer ● All staff ● Admin 	<p>Parent feedback and response</p>	
<p>Continue to reduce the attainment gap between groups of children with protected characteristics and their peers.</p>	<ul style="list-style-type: none"> ● Ensure all staff are aware of protected characteristics ● Ensure regular analysis and monitoring of attainment progress of all groups of children ● Termly pupil progress meetings ● Pupils working towards age related 	<ul style="list-style-type: none"> ● SLT 	<ul style="list-style-type: none"> ● Data analysis ● PPM notes ● SEND reviews ● IDSR 	

	<ul style="list-style-type: none"> expectations are supported through QFT and well-planned interventions CPD linked to quality first teaching (QFT) 			
<p>To increase the attendance of identified children with SEND, PPG and EAL so that it is in line with their peers.</p>	<ul style="list-style-type: none"> Attendance is a standing item on SLT agenda Pupils with persistent absence are rigorously tracked and supported to improve their attendance- including developing links with families and external agencies All parents are clear on attendance expectations and potential supports and sanctions. 	<ul style="list-style-type: none"> Admin SLT 	<ul style="list-style-type: none"> Attendance data for SEND, PPG and EAL pupils will show an increase over time. Meeting records 	

Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not				Update
Objective	Actions	Lead staff	Evidence	
<p>Ensure knowledge, skills and attitudes that are taught enable pupils to appreciate and value difference and diversity.</p>	<ul style="list-style-type: none"> • Regular review of the school curriculum to ensure that topics develop an understanding of diversity and promote tolerance. • Develop links with the local community and external agencies to support the promotion of equality, e.g. inviting guest speakers, inviting translators to support a parent in a meeting. • Use pupil voice to gain feedback regarding the effectiveness of the school’s approach to promoting diversity and inclusion • Monitor and respond effectively to any incidents of prejudice-related bullying and the use of derogatory language • Train staff so that they have the necessary skills to identify and respond to incidents of prejudice-related bullying and the use of derogatory language • Develop curriculum resources to challenge stereotypical images and to show a balanced view of the diverse and multicultural society of the school (and beyond) • Continue to work towards Rights Respecting award by demonstrating that children’s rights have been fully embedded throughout the school in policies, practice and ethos. 	<ul style="list-style-type: none"> • SLT/PS HE Lead 	<ul style="list-style-type: none"> • Curriculum audits • Feedback • Website curriculum info • Outcomes for staff, pupil and parent surveys are positive and show improvements over time • PSHE/ RSE policy demonstrates the opportunities for children to learn about diversity • Rights Respecting School Awards (CIS) 	