Buxton Infant School

Published equality information about the context of our school January 2023

Published objectives 2023-2026

This is our published information about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English. This is available on request.

The school is a two form entry Infant community school in Derbyshire.

We want all our children to feel safe, valued, listened to and to feel that they belong. We teach children about their rights as a child and celebrate individuality and the unique talents and characteristics of each one of them. Our school promotes and teaches the children to understand the British values of tolerance and mutual respect, democracy, individual liberty and the rule of law.

The school's ambitious curriculum underpins our belief that every child should be taught and supported in a way that helps them to achieve their full potential. We aim to prepare children well for the opportunities, responsibilities and experiences of later life.

A small number of our children have English as an additional language and we also have a below average number of children who are of Black or minority heritage.

Our disadvantaged pupils, in respect of whom we receive the Pupil Premium Grant, are reported on as a discrete group in order to demonstrate the effect of the additional funding on diminishing the differences in outcomes for these pupils compared with their peers. All Teachers are aware of who their disadvantaged children are and keep the progress of this group of children at the forefront of their minds when planning and assessing. We use the funding effectively on evidence-based approaches to support children both academically and socially and emotionally. Our Pupil Premium strategy can be found in full on our website.

We invest heavily in the provision for early language, communication and reading, ensuring that those children who start school with a delay in their language are effectively supported in their development. This is achieved through the implementation of the Nuffield Early language Intervention (NELI)

Objectives relating to children eligible for Free School Meals have a significant priority for schools, in spite of financial disadvantage not being a protected characteristic in law. Many of our eligible children also have additional protected characteristics, for example disability or ethnicity. All staff are trained in Emotion coaching techniques and we are an Attachment and relationship Aware school.

We represent, discuss and welcome family diversity and the positive aspects of diversity in families. We welcome the opportunity to discuss any perception that family diversity may be uncomfortable for members of the wider school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to protect them from discrimination. We aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of responsibility and care for all.

We challenge gender stereotypes and promote gender equality. This is done on a daily basis through conversation with children but also through direct teaching in PHSE and indirect teaching through ensuring that Artists chosen to support the art curriculum are not just heterosexual males. We recognise the increased numbers of LGBTQ+ pupils, volunteers, parents and staff members in schools.

Staff work supportively with pupils and colleagues whose gender identity or sexual orientation are nonconforming, or who do not fit traditional gender stereotypes. Guidance for schools supporting transgender pupils is available from the local authority.

Our school uniform is flexible and does not exclude anyone on the basis of gender, race, disability, gender identity, financial status or belief.

Our school has clear policies and provision to support our children who have a Special educational need. The SEND policy is available here. The school has data on its composition broken down by types of disability and special educational need. Our designated SENCO is Helen Bates and our Special Needs governor is Sarah Cafferky. The staff work in collaboration with a wide variety of external agencies- e.g SALT, Autism Outreach, Educational psychology, Physical impairment etc. All our staff have completed Autism advocacy training and all our classrooms provide enabling environments for our neurodiverse children. We constantly look at ways in which we can make reasonable adjustments to suit children's learning styles and needs to give them the best chance of success. The school has a small onsite sensory room.

The school is accessible to people with physical disabilities. There are ramps, an accessible toilet and wheelchair access into the school hall. Our children who have physical impairments have access to all the equipment which they might need to enable them to access our full curriculum. Please see our Accessibility Plan available in the policies section of our school website.

We record and report any instances of discriminatory language, peer-on-peer abuse or bullying, using Our Edukey platform and ensure that action is taken to support all parties involved. This may involve speaking to individuals and monitoring relationship but may also include a specific piece of curriculum work with a class or year group to help the children to understand

All staff and governors undertake appropriate training about inclusion, equality and safeguarding.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism.

Responsibilities

All members of staff have responsibility for equalities and for meeting equality objectives and take responsibility for anti-discriminatory good practice.

Recruitment

We operate sound equal opportunities practice in the recruitment and promotion of staff. Two members of our senior leadership team have completed safe recruitment training along with two members of our governing body.

Behaviour and attitudes

The Positive behaviour and relationships policy and anti-bullying policies can be found here. Link to doc

School council members and our Playground Buddies are advocates for their peers. We have a child Friendly Anti bullying statement to support our ethos and help our children remember our values together with Clear Golden Rules which all our children know well.

Curriculum

There are opportunities throughout the curriculum, including in PSHE and assembly for equality, diversity, inclusion and cohesion to be addressed. The Spiritual, Moral, Social and Cultural aspects of children's education are developed, and we share a sense of community pride and responsibility. We have an annual action planning in place to support children's ongoing learning in SMSC. Our children also have the opportunity for progression through a progression of activities with cultural Capital. Our complete curriculum progression documents are available on our website.

The school ensures that children learn in an age-appropriate way to value and access their rights and those of other children.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and other stakeholders.

The school has procedures for finding out how pupils think and feel about the school, and how they feel about fair and unfair situations. The school council conducts an annual survey about pupil happiness with each class and vulnerable children have

We consult parents and carers through questionnaires via microsoft forms. We have class email addresses and a smile addresses where parents can confidentially raise any concerns. In this way and via the use of a mobile Family phone we can respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two: Objectives

Schools and other public sector organisations subject to the Public Sector Equality Duty (PSED) must, in the exercise of their functions, have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations between people who share a protected characteristic and those who do not.

Objective 1: Eliminating discrimination and develop understanding of SEND.

To develop positive images of children and adults with SEND celebrating differences and strengths of all pupils.

Why we have chosen this objective: Our school already has a positive reputation in the community for providing a well-adapted education to meet the ends of all our pupils. The number of SEND children in school means that we need to work hard to extend staff, parents and children's knowledge of all types of SEND and celebrate the skills and talents of our pupils with SEND.

To achieve this objective, we plan to: Embed the equality values throughout the curriculum and our wider provision. We will ensure that there are positive representations of SEND in books, toys and other resources. We will celebrate the strengths of our children with SEND through maintaining some My Plan targets in an area of strength rather than all areas to develop.

Objective 2: Extending understanding of diversity and advancing equality.

To ensure that the curriculum celebrates the diversity not only in our community but across the UK. To develop a curriculum where all races and cultures are represented and that children develop a greater understanding of diversity through the texts that they read and share.

Why we have chosen this objective: Buxton is a predominantly white, British town. We have a small number of children whose first language is not English whose families are predominantly from an eastern European background, but other races, cultures and faiths are under-represented in the life of the school.

We aim to increase our pupils' understanding of diversity, ensuring that all backgrounds, cultures and races are represented.

To achieve this objective, we plan to: Review the curriculum, ensuring representation of different cultures and backgrounds through more areas of the curriculum, beyond R.E and PHSE. We will ensure that books in our library, book areas and treasured book stores are reflective of a diverse society.

Objective 3: Extending children's understanding of the Uk as a multicultural country and extend children's understanding of their life in the UK and beyond.

Buxton is a market town in the peak district of Derbyshire. Although close to Manchester, Sheffield and Derby, many of our children do not visit larger cities and have very limited experiences of other cultures and races which are not White British. We aim to develop and foster relationships with pupils and staff from parts of the country that are different to our own community.

Why we have chosen this objective: Some of our children do not have many experiences outside of the local area. We want them to develop new friendships and learn about how life is different in other towns and cities across the UK and the world.

To achieve this objective, we plan to: create a links with pupils in different schools in schools within the UK and Europe in a variety of areas. We will share information through email, letter and video calls and ideally make a link with a Uk inner city school who we can visit to share our similarities and differences.