



# Robert Miles Infant School

2020-21

## Equality

Robert Miles Infants is committed to ensuring equality of provision throughout our school. There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Amendment Act 2000, Disability Equality Duty 2005 and Equality Act 2010.

Robert Miles Infants is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- ***Eliminate discrimination, harassment and victimisation.***
- ***Promote equality of access and opportunity within our school and within our wider community.***
- ***Promote positive attitudes to difference and good relationships between people of different backgrounds, genders, cultures, faiths, abilities and ethnic origins.***

The Leadership Team and Governors at Robert Miles Infants review termly the progress that we are making to meet our equality objectives with regard to protected groups (race, disability, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion/belief and sexual orientation) under the Equality Act 2010.

At Robert Miles Infants our mission is: ***To work hard, be kind***

In line with our mission statement, we want to ensure that equality exists within our school in order that all children are included effectively and that they are all supported to achieve their best.

## Equality Objectives

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives: -

|                    |   |
|--------------------|---|
| Equality Objective | <p><b>1. To develop and deepen pupils' understanding of 'British values' and promote cultural development and understanding through a rich range of experiences.</b></p> <p><b>2. To directly teach difference is a positive, not a negative, and that individual characteristics make people unique</b></p>  |
| Why?               | RMI is 87% white british. Within school children do not get experience a great deal of diversity through their peer groups. We need to ensure that our teaching about respect, tolerance and diversity is focused and planned for.  |
| How?               | <ul style="list-style-type: none"> <li>• RE/PSHE coordinator to review the provision in RE and PSHE to ensure opportunities to promote British values are maximized. Coordinator to also review planning to check that opportunities for first hand experiences are used throughout the topics to add depth to cultural understanding.</li> <li>• Work in partnership with 'Schools link' to pair up with schools where there is greater diversity of ethnicity and religion.</li> <li>• Anti-Bullying Week – emphasis on RESPECT, drawing on a variety of aspects – racism, e-safety, homophobia, religions and belief systems. All classes will produce work to highlight the importance of respect.</li> <li>• Review and refresh how British values are taught and promoted in school.</li> <li>• Ensure that with books/visual resources etc... and corridor displays promote people from other</li> <li>• Through the PSHE curriculum (Celebrate difference topic) and RE there will be direct teaching about the positivity of difference.</li> <li>• Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</li> </ul> |
| Outcome?           |   |

|                    |   |
|--------------------|---|
| Equality Objective | <b>To narrow the gap in performance between boys and girls in Reading and Writing.</b>  |
| Why?               | In the Spring 2020 data for our current Yr 2 cohort there was a 16% difference between boys and girls achieving expected in Reading and a 24% difference in Writing. Due to Covid/lockdown we do not have reliable end of year data but it is unlikely that the gap had closed.   |
| How?               | <ul style="list-style-type: none"> <li>• Monitoring of data every 6 weeks for Reading.</li> <li>• Boys to receive catch-up sessions using catch up funding if unlikely to reach expected.</li> <li>• English coordinator to monitor engagement of boys in RWI sessions. Also to review planning to see if cross curricular opportunities for writing are boy friendly.</li> <li>• Purchase of new book stock that might be more appealing to boys e.g. Project X and Hero Academy.</li> <li>• Boys writing club to be run at lunchtimes.</li> </ul> |
| Outcome?           |   |

## Our School Community – Pupils

|  | Number     | %          |
|--|------------|------------|
| <b>Number on roll</b>                          | <b>151</b> | <b>100</b> |
| <b>Children on the SEN register</b>            | 14         | 9.3%       |
| Disabled children                              | 3          | 2%         |
| <b>Pupil Premium (PPG)</b>                     |            |            |
| Free School Meals in last 6 years (FSM / eFSM) | 21         | 14%        |
| Looked After Children (LAC)                    | 0          | 0          |
| Children of HM Forces Personnel                | 0          | 0          |
| <b>Ethnicity</b>                               |            |            |
| White & Black Caribbean                        | 2          | 1.3%       |
| Black Caribbean                                | 0          | 0          |
| White & Asian                                  | 4          | 2.6%       |
| Indian   | 2          | 1.3%       |
| Chinese  | 1          | 0.6%       |
| Any other mixed                                | 6          | 4%         |
| White British                                  | 132        | 87.4%      |
| Any other White                                | 4          |            |
| <b>First Language</b>                          |            |            |
| English  | 147        | 97.4%      |
| Polish   | 2          | 1.3%       |
| Portugese                                      | 1          | 0.6%       |
| Chinese  | 1          | 0.6%       |
| <b>Religion</b>                                |            |            |
| Christian                                      | 26         | 17.2%      |
| Church of England                              | 8          | 5.3%       |
| Roman Catholic                                 | 5          | 3.3%       |
| Jehovah's witness                              | 1          | 0.6%       |
| No religion/refused                            | 107        | 70.9%      |
| Sikh   | 2          | 1.3%       |
| Other faith                                    | 2          | 1.3%       |
| <b>Gender</b>                                  |            |            |
| M  | 67         | 44.4%      |
| F  | 84         | 55.6%      |

This policy is supported within the School Development Plan but also works alongside the School Accessibility Plan