



# **EQUALITY INFORMATION AND OBJECTIVES (PSED) STATEMENT**

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# **SOUTHROP C OF E PRIMARY SCHOOL EQUALITY INFORMATION AND OBJECTIVES (PSED) STATEMENT January 2022**

Southrop C of E Primary School publishes the following information to show how it will meet its obligations under the Public Sector Equality Duty (PSED) as part of the Equality Act 2010.

## **1. Eliminate Discrimination and Harassment**

## **2. Advance Equality**

## **3. Foster Good Relations**

### **Our Equality Objectives**

These objectives have been identified based on discussions with stakeholders and other information. The objectives focus on the areas we understand to be most important to improve equality and reduce disadvantages.

These objectives and our progress in meeting them will be reviewed annually.

#### Equality Objective 1.

Provide training for all staff in face to face contact with pupils and the governor with responsibility for SEND on meeting the needs of pupils currently on roll with specific disabilities.

- Annual Inset training to provide information and training on the disabilities (and implications for medication, special provision or adaptation to meet the needs) of pupils on roll who have been identified as having a disability.
- Audit of environment and consideration of reasonable adaptations and/or provision of special equipment (together with associated training, e.g. manual handling).

## Equality Objective 2

Provide training for all staff in face to face contact with pupils and the governor with responsibility for disadvantaged pupils on meeting the needs of pupils currently in care or who have been adopted from care.

- Designated teacher children in care to attend GCC annual training and cascade learning to all staff through meetings or inset.
- Designated teacher to present 'information report' annually to governors allowing challenge and support for school leaders.
- Whole school training on understanding implications for adopted children (and other vulnerable children) in terms of impaired attachment and early neurological development in consequence of 'Adverse Childhood Experiences'<sup>1</sup>

## Equality Objective 3

Monitor the attainment and progress of pupils from low income and disadvantaged families.

- Identify group of 'disadvantaged children' and note co-membership of other groups such as SEND, Pupil Premium (including service children), low income families and 'other' disadvantages.
- Use school progress tracking system to monitor progress and attainment against targets using outcomes to inform pupil conferences and future planning.
- Identify use of additional funding (Pupil Premium, Sports & PE Funding, High Needs top-up) to seek to address barriers to learning including access barriers concomitant with their disabilities.

<sup>1</sup> Adverse Childhood Experiences defined as a broad range of **adverse childhood experiences** that can be stressful or traumatic events that children and young people can be exposed to.

ACEs range from experiences that directly harm a child, such as physical, verbal or sexual abuse, and physical or emotional neglect, to those that affect the environments in which children grow up, such as parental separation, domestic violence, mental illness, alcohol abuse, drug use or imprisonment.