



# Equalities Information and Objectives

**Approved by:** Governing Body

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### 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

### 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff and families, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst governors, staff and children
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs and implement as necessary

All school and children's centre staff will have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (eg children or families with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (eg organising our Community Day outside of Ramadan, closing for religious holidays)
- Encouraging people who have a particular characteristic to participate fully in any activities (eg encouraging all families to be involved in the full range of activities on offer at our school and in the children's centre)

In fulfilling this aspect of the duty, the school will:

- Evaluate how children with different characteristics are progressing
- Use this evaluation to determine strengths and areas for improvement, implementing actions in response to findings

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the early year's foundation stage curriculum and school and children's centre events.
- Holding small events in the classrooms to share learning with children and parents/carers about different aspects of our different cultures and religions to promote cultural and religious understanding and tolerance.
- Working with our local community - organising school trips and activities based around the local community
- Promoting a sense of community through the development of the Oliver Thomas Food Bank and taking part in charitable events such as Children in Need and Red Nose Days and organising our annual Community Day

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip, activity or event is being planned, the school considers whether it -

- Cuts across any religious holidays
- Is accessible to children with disabilities
- Has facilities suitable for all families

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically as part of the completed risk assessment.

## 8. Equality objectives

***Objective 1: Undertake an analysis of attendance at early learning workshops to establish whether all sections of the school community feel confident to access these parental learning opportunities***

Why we have chosen this objective: to ensure that no group is excluded and if they are, to identify support needed

To achieve this objective we plan to carry out an analysis of attendance at these sessions and act on our findings

Progress we are making towards this objective:

***Objective 2: Analysis of the termly parent survey to assess that the school is receiving feedback from groups across our community with particular attention to families of children with SEN/D.***

Why we have chosen this objective: to ensure groups from across our school community recognise their views are encouraged and welcomed and can impact on the service for children and families

To achieve this objective we plan to carry out an analysis of contributions to the parent survey to assess engagement and satisfaction of different groups from our community and make adaptations in relation to our findings

Progress we are making towards this objective:

***Objective 3: Analysis of attendance information to ensure that both our girls and boys are benefiting from full access to nursery education in our funded early education places for 2 year olds and funded early education places for 3 / 4 year olds***

Why we have chosen this objective: though not a consistent pattern, we have observed that girls attendance sometimes falls below that of the boys

To achieve this objective we plan to monitor boys and girls attendance and work with families to address any inequalities

Progress we are making towards this objective:

***Objective 4: For the school to consistently score 6 across all aspects of the Inclusive Classroom Practice Audit Tool.***

Why we have chosen this objective: to ensure that there is consistency and quality in our Inclusive Practice through high quality practice and provision.

To achieve this objective we are auditing provision on a termly basis and putting in place action plans for supporting our next steps.

## **9. Monitoring arrangements**

The governing body will update the equality information we publish, at least every year.

This document will be reviewed by the governing body at least every 4 years.

## **10. Links with other policies**

This document links to the following policies and procedures:

- Accessibility plan
- Risk assessment procedures