

St Laurence Church Infant School

Equality Information and Objectives

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

As a Church school, one of the core distinctive values we promote is to: "Imagine the journey in another's footsteps, nurturing, understanding and respecting all" This ethos of equality means that we will not tolerate discrimination on any grounds, including because of a person's sex, race, disability, religion, belief or sexual orientation.

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](#).

It also has due regard to the following:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

St Laurence Church Infant School fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

A protected characteristic, under the Act, is as follows:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin
- Sex (including transgender people)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

The Act makes it unlawful for the responsible body of a school to discriminate 1.5. against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, 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 equality link governor Kathy Hadley. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed *for all is of a high priority.*
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are responsible for:

- Having regard to this document and working to achieve the objectives as set out in section 8
- Dealing with racist, homophobic, transphobic, and other hate-incidents;
- Being able to recognise and tackle bias and stereotyping;
- Promoting equal opportunities and good relations between groups;
- Avoiding discrimination against anyone for reasons of sex, race, disability, religion, belief or sexual orientation.
- Taking up training and learning opportunities.

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 annually.

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.

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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 our curriculum. This includes teaching in RE, Personal, Social, and Health Education (PSHE) [KS1] or Personal Social and Emotional Development (PSED) [EYFS], but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues, including where possible contribution from guest speakers.
- Working with our local community. This includes organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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 or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

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 with the completed risk assessment.

Equality objectives

Objective 1:

Increase the representation of protected characteristics in the stimulus studied as part of the curriculum.

Why we have chosen this objective: We wish to refresh the themes of our curriculum and take the opportunity to ensure they are celebrating diversity, promoting equality and fostering good relations by providing representations of a wider variety of people and providing opportunities to challenge stereo-types of those people.

To achieve this objective we plan to: Audit the current curriculum, ensure when new topics, themes or stimulus are chosen that subject matter addressing protected characteristics are chosen.

Objective 2:

Ensure that blanket uniform policies do not discriminate because of race, gender, disability, religion/belief, sexual orientation or age.

Why we have chosen this objective: There have been several instances in the media highlighting the unfair discrimination of the genders and those who are exploring their gender identity through uniform policy.

To achieve this objective we plan to: Review current uniform policy and ensure that all reference to gender are removed.

Objective 3:

To increase the number of disadvantaged children achieving Greater Depth in Reading, Writing and Mathematics in their KS1 results.

Why we have chosen this objective: There are several members of staff who may occasionally need reasonable adjustments made for them but this is not yet formalised.

To achieve this objective we plan to: Meet with staff and check whether they feel they need reasonable adjustments made. If they feel they do, this should be agreed in writing to protect the needs of tat staff member.

Objective 4:

To continue to monitor and analyse pupil achievement and attendance by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils

Why we have chosen this objective: To ensure that where a group is underachieving checks to ensure that no unwitting bias is preventing their achievement are made ,

To achieve this objective we plan to: Use tracking and analysis software to easily and instantly compare the achievement and progress of children from different groups. and offer support so that inequalities are tackled immediately.

Monitoring arrangements

The headteacher 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.

This document will be approved by the governing body.

Links with other policies

This document links to the following policies:

- *Accessibility plan*
- *Risk assessment*
- *SEND Policy*