

# St Laurence Church Infant School

## Equality Scheme and Objectives



Approved by: Curriculum, Safeguarding and  
Pupil Welfare Committee

Last revised on: March 2022

Next review due by: March 2023

## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

## 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](#).

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 and Disabilities Code of Practice 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.

### 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, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is David Steadman. 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
- 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is the SENDCo, Jane McFall. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor 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.

## 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 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.

## 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 that 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 (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 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 our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education [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/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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

## 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 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.

## 8. Equality objectives March 2022-March 2026

### Objective 1

*Improve the accessibility of the school environment to pupils, staff and visitors with disabilities.*

Why we have chosen this objective: The accessibility plan has highlighted some areas of the school site which are not as accessible as they could be to pupils, staff and visitors with additional needs or disabilities. By making the recommended changes we are improving the equality of access for these individuals.

**To achieve this objective we plan to:** make the changes recommended in the Accessibility Audit (October 2021) to: improve various signages, mark disabled parking bay appropriately, provide portable hearing loop in Reception area, provide high backed and armed chairs, install further handrails and nosings for steps, install flashing emergency evacuation beacon and push taps in accessible toilet.

Progress we are making towards this objective:

### Objective 2

*Have in place a reasonable adjustment agreement for all staff with disabilities and a menopause policy for staff experiencing menopausal symptoms by December 2022, to meet their needs better and make sure that any disadvantages they experience are addressed.*

**Why we have chosen this objective:** Several members of staff are experiencing menopausal symptoms and others have adaptations needed due to medical conditions. Their circumstances should be recognised formally and supported to ensure they are not unfairly disadvantaged.

**To achieve this objective we plan to:** Create a staff menopause policy which is ratified by governors, create reasonable adjustment agreements for individual staff members. Notify staff of these documents.

Progress we are making towards this objective:

### Objective 3

*Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by this time next year in order to help address the under-representation of people from black and minority ethnic communities in the workforce and governing board.*

**Why we have chosen this objective:** There are currently only 4% school workforce from BAME communities. This does not reflect the local community and suggests that some inadvertent discrimination in recruitment may have taken place. The Church of England report "From Lament to Action" calls for all church schools to tackle racism in recruitment as a priority action.

**To achieve this objective we plan to:** train staff members and governors involved in recruitment, and monitor future appointments for equality.

**Progress we are making towards this objective:**

### Objective 4

*To continue to monitor and work to close the gaps in attainment and achievement between groups of students; especially between disadvantaged students and between boys and girls.*

**Why we have chosen this objective:** The loss of learning caused by the pandemic has had a disproportionate effect on the outcomes of disadvantaged pupils nationally. Within school, the gap between boys and girls, and between those eligible for Pupil Premium funding and their more advantage peers is larger than the gap nationally.

**To achieve this objective we plan to:** Focus CPD on high quality teaching for all, target interventions funded through covid catch-up premium and pupil premium to disadvantaged pupils, monitor and report data by groups and focus on these groups of children in pupil progress meetings.

**Progress we are making towards this objective:**

### Objective 5

*To continue to improve our curriculum by increasing the representation of the diversity of modern-day Britain and embedding Silver Rights Respecting school actions.*

**Why we have chosen this objective:** Children should be exposed to representative role models of themselves and to have the opportunity to discuss issues such as racism, homophobia and transphobia a number of times and in the context of lessons other than PSHE. The curriculum has been updated to increase representation of different races, but there is still room for further diversity, especially in explicit representation of gay, transgender and disabled individuals.

**To achieve this objective we plan to:** Map out the current curriculum with opportunities for representation highlighted. Audit the groups represented and include opportunities for further representation of groups which are under-represented.

**Progress we are making towards this objective:**

## 9. Monitoring arrangements

The headteacher will review, and update if necessary, the equality information we publish at least every year.

This document has been approved and will be reviewed by the Curriculum, Safeguarding and Pupil Welfare Committee at least every 4 years.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy