

# Equality information and objectives

## Audley Infant School



**Approved by:** H Nelson

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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 body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school to all relevant stakeholders. 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 head teacher

The equality link governor is Mrs. M Nugent They will:

- Ensure they are 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 head teacher will:

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

All school staff are expected to 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.

The school has an equality link governor. They monitor the equality plan with the Head teacher and make senior leaders and governors aware of arising issues 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 (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim staff to pray at prescribed times)
- Encouraging pupils or staff who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

## 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, citizenship and personal, social, health and economic (PSHE) education, 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 inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to bring together different groups of pupils within the school. For example, our school council has representatives from different year groups and classes 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 also work with parents to promote knowledge and understanding of different cultures

## 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 or specific SEND needs
- Has equivalent facilities and activities for boys and girls

## 8. Equality objectives

**Objective 1: To narrow the gap in attainment of boys and girls in writing at greater depth at the end of KS1.**

Why we have chosen this objective: **In the past 3 years, data trends evidence that more girls have attained greater depth in writing than boys**

To achieve this objective, we plan to: **Target and track boys who show capacity to attain GD in writing throughout KS1. Ensure that the writing curriculum engage both boys and girls equally. Seek pupil voice to inform writing topics. SLT and GB monitor progress at least half termly. Pupil progress meetings and dedicated staff meetings are focused on improving outcomes for boys in writing at Greater Depth.**

Progress we are making towards this objective: **GD target groups are mostly a balance of boys and girls. HLTA seeks pupil voice to influence the writing contexts to engage pupils.**

**Objective 2: To have a secure understanding of the specific additional needs of staff in school. Ensure that risk assessments and adjustments are in place to better meet their needs and ensure that any disadvantages they experience are addressed.**

Why we have chosen this objective: **We do not yet have a comprehensive or robust process to support staff with specific physical or other requirements or needs. We cannot currently be sure that we are aware of all staff with specific disadvantages or specific needs.**

To achieve this objective, we plan to: **Establish the specific needs of current staff through audit. This will include both teaching and non-teaching staff members. Ensure that appropriate risk assessments, adjustments are undertaken to address their current difficulties. Ensure that a robust procedure is implemented that records and monitors needs and outcomes. The Equality Link governor will monitor progress and report progress to the Governing Body.**

Progress we are making towards this objective: **Some individual needs have been identified for staff by HT. This needs to be comprehensive. HT will delegate to appropriate staff members to ensure that needs identification can be complete by Dec 22. Appropriate actions can then be implemented with timescales along with review dates by January 23. Appropriate documentation will be implemented to support monitoring of actions and progress.**

**Objective 3: Review and revise the current PSHCE scheme to ensure that equality issues are appropriately taught in accordance with requirements of current legislation.**

Why we have chosen this objective: **We need to evaluate our current practice, all teaching staff and the Governing Body need to understand clearly what is taught in classrooms and in assemblies. We need to ensure that we robustly support and address the equality agenda requirements for pupils in EYFS and KS1.**

To achieve this objective, we plan to: **ensure that all staff members understand how we can best meet the requirements for the equality legislation in our school. In the spring term 23, the PSHCE lead will audit our current curriculum, she will identify where we need to further develop to ensure that we prepare our pupils to understand at an appropriate level, equality for people in minority or disadvantaged groups. We will review impact of the JIGSWAW 2 scheme. We will identify where training will be beneficial and seek appropriate training/support. We will ensure that assembly themes work alongside the PSHCE curriculum to enhance and develop the curriculum and meet the requirements of the equality agenda.**

Progress we are making towards this objective: **Assemblies are flexible and address current issues as they arise. A bank of effective and targeted assemblies is developing. They now need to link comprehensively to the whole school scheme.**

## **9. Monitoring arrangements**

The Head teacher and Equality Link Governor will update the equality information we publish, at least every year.

This document will be reviewed by the Standards and Effectiveness Committee of the Governing Body at least every 4 years.

This document will be approved by the Standards and Effectiveness Committee of the Governing Body.

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

This document links to the following policies:

- Accessibility plan
- SEND policy

*H M Nelson*

Signed

Date: Sept 2022

Headteacher

*J. Cooper.*

Signed

Date: Sept 2022

Chair of Governors