



Springfield Infant School & Nursery Equalities Policy & Objectives

Policy date: January 2019

Review date: *Policy* - January 2023 *Objectives* - January 2020

Related policies & documents: SEN Local offer, Medical Needs, Managing Medical Conditions, Accessibility Plan, Behaviour

Signed:

Date:

(Headteacher / Chair of Governors / Chair of GB committee)

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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing committee 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 Curriculum & Achievement committee oversee this policy. They will:

- Meet with the headteacher termly 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality (SENCo) will:

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

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.

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 through termly Safeguarding updates.

The SENCo, Headteacher and link governor regularly liaise regarding any issues and make the governing committee and trust 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 (e.g. children with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. adapting lunch menus for children of different faiths)
- Encouraging people 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 clubs / enrichment activities)

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

- Analyse attainment data each academic year to determine strengths and areas for improvement, implement actions in response and publish this information, taking account of children with different characteristics and adaptations / interventions needed
- 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 (see Pupil Premium Statement & School Development Plan)
- Work with other schools in the trust to ensure best practice in teaching and learning for all pupils is shared and used to enable all pupils to achieve their best.

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, ½ termly PSHE foci, a rich range of ½ termly topics where children discover different peoples and places, stories from other cultures, countries and faiths and representative resources.
- Holding assemblies dealing with relevant issues and where appropriate inviting 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 deal with tensions between different groups of children within the school. For example, our school council has representatives from different year groups and is formed of children from a range of backgrounds. All children 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 by sharing children's topic learning.
- Supporting families with protected characteristics to access help and advice and complete necessary paperwork through our Family Support Worker.
- We work closely with external agencies to ensure the needs of groups and individuals are understood and actions are taken to adapt our practice or train staff as necessary.

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

When planning activities the school actively looks for ways to be inclusive and works closely with families to ensure their views and the needs of the child are at the centre of decision making.

8. Monitoring arrangements

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

This document will be reviewed and approved by the Curriculum & Achievement Committee least every 4 years

Equality Objectives - January 2019

Equality Strand	Objective	Success Criteria	Actions	Lead	Progress milestones	Outcome
ALL	To raise staff / governor awareness of the school's Equality Objectives and the Equality Duty	Staff and governors to be aware of the policy and objectives. Formal training completed.	Website publish Newsletter article Termly safeguarding update Formal training sought and all staff / governors have opportunity to complete.	KH	By end of 2019	
Race Gender Disability EAL Children of Service Families FSM Pupils All those listed as vulnerable pupils.	To monitor and analyse pupil achievement by categories and act on any trends or patterns in data that require additional support	Interventions timetables show adaptations are made to support children where gaps / issues are identified. Data is analysed and gaps close.	Pupil Progress Meetings Year Group moderations and discussions Intervention monitoring Subject Leader reports	KH / GP	Termly analysis & subject reporting RWI - 6 week assessment grid	
Race Disability Age Gender	To challenge stereotypes through planned opportunities (images and discussion)	Children are aware of the skills, talents, achievements and opportunities of people regardless of race, disability, age and gender and can talk about their aspirations - some of which will break through barriers.	* Imagery used during Oracy / Pobble / RE / PSHE foci / Assembly sessions provokes discussion and staff probe and tackle children's bias and prejudices. * Work with Lighthouse Women's Aid re: gender * Volunteers / visitors who are 'different' are sought as role-models.	All staff	Work scrutiny Staff discussion Planning	