



Equality information and objectives

Thorpe Acre Infant School

Approved by: TAIS Full 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](#).

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

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) 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.

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A representative governor(s) will:

- Meet with a designated member of staff for equality (and other relevant staff members), to discuss any issues and how these are being addressed;
- 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 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;

A 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 a representative governor annually to raise and discuss any issues;
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary.

All school staff (and Governors) 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.

The school has a designated member of staff for monitoring equality issues, and an equality representative governor(s). They 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 (e.g. pupils with disabilities, child from BME groups);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. anticipating the needs of incoming pupils from a new group, such as children from the traveller community);
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. increasing participation by black pupils in after-school 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. disadvantaged/ Pupil Premium children)
- 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, 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 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 also work with parents to promote knowledge and understanding of different cultures
- 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

OBJECTIVE 1: *Raising attainment in English for boys*

Why we have chosen this objective: boys starting in Foundation stage often assessed as having poorer starting points; a significant (%) of boys have negative male role models (including older siblings)

To achieve this objective we plan to: further raise the profile of speech across the school community, improving the awareness and understanding of the importance of 'speaking and listening'

Progress we are making towards this objective: recent data analysis, relating to teacher performance management, shows an increase in outcomes and a reduction in the gap between girls

OBJECTIVE 2: *Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: As an employer and local authority 'maintained' school, we recognize the importance of establishing this standard as part of our 'recruitment and selection' processes.

To achieve this objective we plan to: explore training options/ opportunities and book places as appropriate

Progress we are making towards this objective: staff and Governors have received 'safer recruitment' training though not specifically 'equality'

9. Monitoring arrangements

The PSC (**P**upil, **S**taff and **C**ommunity) Committee with the Headteacher will update the equality information we publish, (as described in sections 4-7), at least every year.

This document will be reviewed by the PSC Committee and Headteacher at least every 4 years.

This document will be approved by the Full Governing Body of TAIS.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment