

Equality information and objectives

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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

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 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 ?. They will:

- Meet with the designated member of staff for equality every term, 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
- promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Identify 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 every September.

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 (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 pupils to pray at prescribed times)
- 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 societies)
- 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 data referenced above 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 personal, social, emotional (PSE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in Literacy, children will be introduced to literature from a range of cultures
- Holding family key person group times dealing with relevant issues. Children will be encouraged to participate and contribute to discussions and we will also invite visitors to contribute
- Working with our local community. This includes inviting representatives of local faith groups to speak at the nursery, and organising school trips and activities based around the local community
- All children are encouraged to participate in the school's activities, such as football, music, dancing and swimming. 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 children 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

Objective 1

To improve the confidence of staff in supporting children with Special Educational Needs and disabilities and their families through a programme of staff training.

Why we chose this objective

There is a growing upward trend in increasing numbers of children attending the nursery with complex SEN and disabilities and an increase of children with SEN qualifying for assessment place and EHCP funding. Although we feel as a flagship school for Inclusion we offer these children and their families a good quality service we would like to increase our knowledge and skills in this area and increase staff confidence.

Objective 2

Objective 2

To increase staff understanding of Bilingualism and skill in supporting children with English as an additional language.

Why we chose this objective

We have noticed that that a high proportion of children attending the nursery are children with English as an additional language. This links to figures for Bi or multi lingual children across the borough and nationally who are underperforming at school.

Objective 3

To ensure that materials and learning opportunities in the classrooms promote positive views of diversity rather than cultural stereotypes.

Why we chose this objective We want to ensure that children attending Edith Kerrison receive a greater exposure to range of cultures, preparing them to live and thrive in a diverse, multicultural community. It will also help our children accept differences and form positive images of themselves.

Objective 4

Objective 4 Parents and carers are encouraged to be involved in school life and wider community and the school makes every effort to communicate with those families who are hard to reach

Why we chosen this objective We recognise the limitations imposed on the nursery and its local community due to the Covid-19 pandemic. We want to restore the connections with the local community and beyond to create a happier place for our children.

Objective 5

To continue to Improve the range and scope of outdoor sensory explorations and development of children's strength, co-ordination and positional awareness skills to provide the foundation for developing healthy bodies and social and emotional well-being, in ways which engage boys and girls and provide access for children with a range of disability and special need.

Why we chosen this objective

We recognise that our children may have limited access to outdoor space and opportunities to improve our children's physical health, development, and well-being.

9. Monitoring arrangements

The [governing board / name of committee of the governing board / individual governor / headteacher] will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by [governing board / name of committee of the governing board / individual governor / headteacher] at least every 4 years.

This document will be approved by [governing board / name of committee of the governing board / individual governor / headteacher].

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment