

Busbridge Infant School

Equality Information and Objectives

*Co-ordinator responsible for this policy
In consultation with the staff and Governors
Committee Responsible*

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Children and Learning*

Three Year Period Covered by Plan: 2021-2024

To be reviewed annually and rewritten by summer 2024

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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, including to staff, pupils and parents, and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Link Governor will:

- Sit on the Children and Learning Committee
- Meet with the Headteacher at least once a year to assess whether policies and the curriculum are minimising disadvantages suffered by people who are connected to a particular protected characteristic
- Report the outcome of these visits to the Children and Learning Committee

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

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. The school has 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 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 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 at the end of 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, as appropriate, identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data as appropriate regarding any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils
- Comply with the principles of data protection and ensure that individuals are not able to be identified through the publication of data. As a result, information relating to fewer than 4 pupils will not be published

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 and its governing body ensures it has due regard to equality considerations when developing and implementing policies/taking decisions, and assesses whether these policies/decisions have implications for people with particular protected characteristics, keeping them under review on a continuing basis.

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

8) Equality objectives

Objective 1: *To secure additional accommodation so that we are fully able to meet the needs of children with additional needs, (including those with complex difficulties) so that neither they, nor others, are disadvantaged*

Why we have chosen this objective:

We have an increasing number of SEND children across the school and want to be able to cater equally for all levels of need. In order to do this, we desperately need additional break out space

To achieve this objective, we plan to:

- Raise money through PTA events and grant applications
- Consult on requirements for the new learning space
- Harness expertise of parent body (e.g. planning drawings)
- Draw on similar project experience of colleagues in other settings
- Invite quotes from range of providers

Objective 2: *To promote understanding and respect of difference (gender, disability, race, religion and belief, and sexual orientation) to help prepare the children for their part in British Society*

Why we have chosen this objective:

Our school and local community is less diverse than others and less representative of Britain as a whole. As a result, we have a particularly keen desire to provide enhanced/powerful opportunities for our children

To achieve this objective, we plan to:

- Deliver curriculum provision linked to our new Relationships and Sex Education policy (including specific assemblies, celebrations and theme weeks e.g. Multicultural Week)
- Purchase additional infant friendly texts to promote aspects of diversity
- Review books (library and class) to ensure they reflect diverse background and experiences
- Review other images used in and around school (e.g. displays) to ensure they reflect diverse background and experiences too

Objective 3: *To have in place a reasonable adjustment agreement for all staff and pupils with disabilities and mental health/wellbeing issues, to meet their needs better and ensure that any disadvantages they experience are addressed*

Why we have chosen this objective:

We are aware of the increasing challenge of mental health issues

To achieve this objective, we plan to:

- Monitor the needs of children and staff and provide them with appropriate support
- Signpost to appropriate organisations
- Seek and take advice from outside agencies
- Provide in school support using our Emotional Support Assistant and Home School Link Worker
- Provide training for all staff in mental health and disability issues appropriate to our school

9) Monitoring arrangements

The Equality Objectives will be reviewed and updated annually. This document will be reviewed and approved by the Headteacher and Children and Learning Committee of the Governing Body at least every 3 years.

10) Links with other Policies

- Accessibility Plan
- Risk Assessments
- SEND Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Behaviour and Anti-Bullying Policy