



Equality information and objectives

Wootey Infant School

Reviewed by: Resources Committee

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Ratified by: Resources Committee

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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 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

The equality link governor is Clare Allen. She 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 amongst staff and pupils
 - Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is the Inclusion Leader and she will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term 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. The Learning (Curriculum) Policy, based on our core values and the Code of Conduct are revisited with all staff each September and are part of induction. This policy, plus safeguarding, bullying, behaviour and rewards, describes the climate required in school.

The school has a designated member of staff for monitoring equality issues, and 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).

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. making available special diets based upon religious/cultural needs, or accommodating children who are hypersensitive to noise, a quiet area to eat, learn or play)
- 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 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.. 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 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 all pupils 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, and continue to develop 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: *Fostering good relations and supporting information sharing across all characteristics – between people who share a protected characteristic and people who do not, by further developing use of on-line learning platforms, and Web based guidance materials.*

Why we have chosen this objective?

To help parents of minority cultural/religious/economic groups to feel included in all areas of school life in order to support their children to be successful learners. Parents are more likely to engage in Starting School preparation activities and home learning.

To achieve this objective, we plan to:

1. Use the skills, knowledge and understanding of our staff and Hampshire's EMTAS to develop effective links/ explore new ways of working with families as their children transition into and through school
2. Use EMTAS to support families with transition into school from the start of the Summer Term before they start school.

Objective 2 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it by maintaining equality of access to Inclusion Support at WIS during transition of current Inclusion Leader to new Inclusion Leader

Why have we chosen this objective?

The change of Inclusion Leader offers both opportunity and challenge for Wootey Infant School's support for all members of the community.

What we are going to do?

- Ensure existing opportunities to advance equality of opportunity are continued
- Seek additional opportunities through training of new Inclusion Leader

9. Monitoring arrangements

The Governing Body will review the equality information we publish, [described in sections 4-7 above], at least every year and update as necessary but at least every 4 years.

This document will be approved by Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy
- Pupil Premium Statement