



EQUALITY INFORMATION AND OBJECTIVES

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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 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
- 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.

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 after-school clubs)

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, RSE,

citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.

- Holding assemblies dealing with relevant issues.
- 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 on the EV3 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.

9. Monitoring arrangements

The Senior Leadership Team will update the equality information we publish, described in sections 4-7 above, at least every year.

Senior Leadership Team and Governing Body will review this document at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment



Emmbrook Infant School

Equality Action Plan 2021-2024

TARGET GROUP	ACTION TAKEN	TIMESCALE
Children with disabilities	<ul style="list-style-type: none"> ▪ Included in classroom activities, sports and music events and after school activities with adjustments made as necessary ▪ 1-2-1 support is provided where necessary ▪ Inclusive atmosphere through assemblies and events such as Comic Relief ▪ Health care plans are in place where appropriate ▪ We work with other professional bodies e.g. NHS, SALT, OT ▪ Access to interpreters in assemblies etc ▪ Deaf awareness week is celebrated annually in school ▪ Deaf awareness assemblies 	Ongoing
Race/Religious groups	<ul style="list-style-type: none"> ▪ Major religious festivals and events are celebrated in school and covered in the RE curriculum ▪ The RE curriculum also covers all five of the major religions and world views ▪ RE Inspired visits are non-worship education based so all children can participate ▪ We have displays around the school celebrating different faiths ▪ we have visitors from all faiths into school annually ▪ Annual International week to recognise and celebrate cultural and religious diversity ▪ Class books targeted for characters from racially diverse backgrounds 	Ongoing
Boys/Girls/Gender	<ul style="list-style-type: none"> ▪ Children are put into mixed teams/groups where possible ▪ Sports teams are mixed when appropriate ▪ Curriculum covers gender stereotyping ▪ Achievement of both boys and girls is tracked ▪ Class books targeted at gender equality characters 	Ongoing

Underperforming groups such as White British and the disadvantaged	<ul style="list-style-type: none"> ▪ Pupil premium strategy is centred on equality ▪ Underperforming children are identified and intervention measures put in place ▪ Pupil Premium children get first access to after school activities and clubs ▪ Pupil Premium 'Champions' support pupils ▪ A culture of 'tilting' in the class to support Pupil Premium children exists ▪ Termly structured conversations with parents to encourage and support 	Ongoing
Special Educational Needs (SEND)	<ul style="list-style-type: none"> ▪ Specific 1-2-1 support is given to access the curriculum ▪ Curriculum and timetables are adjusted to suit the child's needs ▪ SEND children are given the opportunity to participate in all school events and appropriate adjustments made for them ▪ Access to Nurture groups, Occupational Health, physiotherapy sessions. ▪ High adult/pupil ratios ensure SEND are targeted to achieve ARE/make excellent progress 	Ongoing
Children with English as an additional language (EAL)	<ul style="list-style-type: none"> ▪ Speech and language provision specific to EAL ▪ Attend EAL local authority feedback sessions and this feeds into our provision ▪ Access to LEA specialist language TA ▪ Access to translators ▪ Adjust the curriculum provision 	Ongoing
Transgender	<ul style="list-style-type: none"> ▪ unisex toilets ▪ Offer nurture support ▪ Work with parents and external agencies ▪ Make individual adjustments on a case by case basis ▪ Work on gender bias i.e. rather than highlighting boys/girls 	Ongoing
Homosexuality	<ul style="list-style-type: none"> ▪ Homophobic remarks are alerted and reacted on ▪ Racist/homophobic remarks are reported to Governors ▪ Different types of families are discussed in lessons and assemblies and within PSHE ▪ Core Values ensure respect and tolerance 	Ongoing
Children from a Travelling Community	<ul style="list-style-type: none"> ▪ VBE to promote tolerance ▪ School has access to the Traveller Education service if required 	Ongoing
Age	<ul style="list-style-type: none"> ▪ Employment of staff is not based on age. ▪ Dates of birth are removed from application forms 	Ongoing

