

Equality Information and Objectives

2023



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▪ INTRODUCTION

The Equality Act 2010 contains the Public Sector Equality Duty (PSED). This is sometimes referred to as the “general duty” and extends schools’ equality duties to all people, children and adults alike, with “protected characteristics” (race, disability, gender, religion and belief, age, marital status, sexual orientation, gender re-assignment and pregnancy). This duty came into effect in April 2011.

Banks Road Infant and Nursery School is committed to equality and diversity, both in employment and education provision. We aim to ensure that all stakeholders are treated fairly, and with dignity and respect.

In carrying out our duties, we have “due regard” to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not share it.
- Fostering good relations across all characteristics and between people who share a protected characteristic and those who do not share it.

“Due regard” means that leaders in school must be aware of the duty when making decisions and must assess whether those decisions will affect people with “protected characteristics”.

School leaders should consider equality implications when writing policies and the duty must be integrated into the carrying out of all the school’s functions.

Banks Road Infant and Nursery School is committed to tackling discrimination and unfairness. It also recognises that other factors affect equality of opportunity, including financial income, housing, family structure, immigration status etc.

The Head Teacher and Governing Board will continually review how well we achieve these aims with regard to the protected groups under the Equality Act 2010.

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 head teacher

- 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

▪ **EQUALITY INFORMATION FOR BANKS ROAD INFANT AND NURSERY SCHOOL**

As of May 2023, there are currently

- 155 pupils on roll in main school and 34 in the Nursery

Of these children,

- 80 are boys
- 75 are girls.
- 31 of the children have English as an Additional Language (EAL),
- 27 children have a special educational need or disability (SEND).
- 9 children are eligible for FSM
- 14 children are Service children
- There are 16 community languages spoken in the school.

▪ **BANKS ROAD INFANT AND NURSERY SCHOOL EQUALITY OBJECTIVES FOR 2023-2024**

Our schools vision clearly reflects our commitment to fully including, respecting and supporting all members of our school community, whatever their cultural background, belief, gender, race, need or disability. We aim to challenge and eliminate any inequalities which may arise. Having referred to and analysed our equality information, we have set ourselves the following objectives for 2023 -2024:

1. Ensure that all children arriving in Nursery or main school (Fs2 and KS1) with little or no English are supported to make rapid progress in Communication and Language, therefore enabling them to access the curriculum and achieve at least expected age related development in all areas of learning.
2. Increase community and parental engagement and continuing to build on our existing programme of multi – cultural events to celebrate diversity (to include seeking the views and ideas of parents/carers).
3. Promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community. Ensure all children visit places of worship as part of RE curriculum.

4. Close gaps in attainment and achievement between and all groups of pupils; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.
5. Ensure that all policies and procedures reflect current legislation and best practice.

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](#).

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. 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 extra curricular 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

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

Links with other policies

This document links to the following:

- Accessibility plan
- Risk assessments