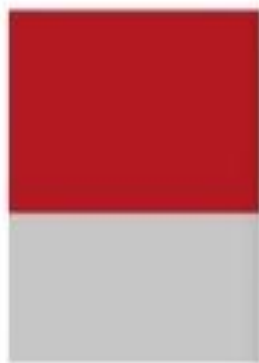


**Equality
Information
and
Objectives
Policy**

2024



Equality Information and Objectives 2024



▪ 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.

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](#).

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 head teacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

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
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September
- The school has a designated member of staff, Rachael Morris, 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

▪ EQUALITY INFORMATION FOR BANKS ROAD INFANT AND NURSERY SCHOOL

As of May 2024, there are currently

- 141 pupils on roll in main school and 39 in the Nursery

Of these children,

- 70 are boys
- 71 are girls.
- 31 of the children have English as an Additional Language (EAL),

- 34 children have a special educational need or disability (SEND).
 - 4 children have an EHCP
 - 8 children are eligible for FSM
 - 9 children are Service children
 - There are 9 community languages spoken in the school.
- **BANKS ROAD INFANT AND NURSERY SCHOOL EQUALITY OBJECTIVES FOR 2024-2025**

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 2024 -2025:

1. To increase children’s awareness of the Protected Characteristics and increase staff and children’s use of appropriate terminology when teaching these.
2. To ensure that all children arriving in school with little or no English are supported to make progress in Communication and Language
3. To ensure the curriculum explicitly celebrates diversity and promotes understanding of difference.

(See appendix A :‘Equality Objectives’)

In fulfilling this aspect of the duty, the school will:

1. Continue to monitor and focus on closing any gaps in attainment and achievement between all groups of pupils; especially boys and girls, pupils eligible for Free School Meals, pupils with SEND, Looked After Children and pupils from different heritage groups
2. Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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

<u>THE SCHOOL'S EQUALITY INFORMATION AND OBJECTIVES</u>
<p>This statement is reviewed and ratified by the Governing Board annually</p> <p>Signed: Chair of Governors _____</p> <p>Date: _____</p>

Appendix A

Banks Road Infant & Nursery School

Equality Objectives 2024 - 2027

<u>OBJECTIVE</u>	<u>WHY WE HAVE CHOSEN THIS OBJECTIVE</u>	<u>TO ACHIEVE THIS OBJECTIVE WE PLAN TO:</u>
<p>To increase children’s awareness of the Protected Characteristics and increase staff and children’s use of appropriate terminology when teaching these.</p>	<ul style="list-style-type: none"> • To increase staff awareness of Protected Characteristics and meet our Public Sector Equality Duty • Identification by school leaders and NCC as an area for development • To give our children some contextual understanding when we discuss being kind and celebrating difference. • Equal opportunity is a key element of our mission statement. 	<p>-Ensure that all policies and procedures reflect current legislation and best practice. (RM, CC, HT)</p> <p>-Participate in DEIB Learning Package by NCC (RM)</p> <p>-Timetable P/C focus’ within assembly rota (RM, GM)</p> <p>-Create and implement music artist of the week to be used in singing assembly (RM, MH)</p> <p>-Create an overview of core texts (PSHE & Literacy) to ensure a good overview of protected characteristics are represented and prompt appropriate discussions. (RM)</p> <p>-Encourage teachers to challenge stereotypes and misconceptions using the curriculum as a tool to do so. (All staff)</p> <p>-Staff meetings to increase staff awareness and confidence.(Teaching staff)</p> <p>-Improve our website and clearly demonstrate good practice. (RM)</p> <p>-Increase visibility of Protected Characteristics across school through classroom and hall displays (RM)</p> <p>-Continue to increase our use of makaton signing to support communication and support children to use this as well. (RM to facilitate, all staff)</p> <p>-Source books to support our teaching and discussing the Protected Characteristics from ELS (RM)</p> <p>-Disseminate training to all staff (RM)</p> <p>-Taking steps to meet the particular needs of pupils and families with particular characteristics (e.g. enabling Muslim pupils to pray at prescribed times, ensuring all school trips/extra-curricular activities are accessible)</p>
<p>To ensure that all children arriving in school with little or no English are</p>	<ul style="list-style-type: none"> • To enable them to access the curriculum and achieve at least expected 	<p>-Participate in EAL Learning Package by NCC (RM)</p> <p>-Use of Bell Foundation Assessment tool to identify and track attainment, progress and next steps. (RM and teaching staff)</p> <p>-Collation of good practice materials (RM)</p>

<p>supported to make progress in Communication and Language.</p>	<p>age related development in all areas of learning.</p> <ul style="list-style-type: none"> Over the past two years our cohort & intake has changed, with a significant increase of children with EAL 	<ul style="list-style-type: none"> -Development of EAL good practice across school (RM, teaching staff) -Increasing whole school awareness of multi-lingualism: <ul style="list-style-type: none"> International Language Day Languages displayed on hall and classroom displays (RM) Welcome displays featuring languages of families in classes Bi-lingual children to have their name in both languages written on work books. -Use of staff EAL audit to highlight areas for training/development (RM) -Update admissions arrangements and information for families with EAL (RM, SW) -Monitoring accessibility, provision and progress for children with EAL (RM) -Participate in EAL network through NCC (RM)
<p>To ensure the curriculum explicitly celebrates diversity and promotes understanding of difference.</p>	<ul style="list-style-type: none"> It is important that all children feel represented in our school. It is important that all of our children see representations of and have a respect for diversity of culture and ethnicity. Diversity is a key aspect of the school mission statement. Consider diversity of our school context 	<ul style="list-style-type: none"> -Increase community and parental engagement: <ul style="list-style-type: none"> Build on our existing programme of multi-cultural events to celebrate diversity e.g. family event for Lunar New Year (RM, GM) Seek the views and ideas of parents/carers (GM, SW) -Participate in DEIB Learning Package by NCC (RM) -Promote awareness of different religious beliefs: <ul style="list-style-type: none"> Celebrations, assemblies, RE, visiting places of worship (GM) -Ensure that all policies and procedures reflect current legislation and best practice. (RM, CC, HT) -Ensure all children (including those with particular protected characteristics) are able, and encouraged to, participate fully in all activities: <ul style="list-style-type: none"> Monitor extra-curricular club attendance (RM, SW) Ensure accessibility for in school activities and school trips (RM) -Create an overview of core texts (PSHE & Literacy) to ensure a good overview of protected characteristics are represented and prompt appropriate discussions – ensure this is regularly reviewed considering the ethnicities of the children in school as well as wider community. (RM) -Evaluate planning remembering that diversity a key thread that runs through our curriculum. <ul style="list-style-type: none"> Consider focus artists, authors, musicians, inspirational people (RM, teaching staff) -Encourage teachers to challenge stereotypes and misconceptions using the curriculum as a tool to do so. (All staff) -improve our website and clearly demonstrate good practice.(RM) -Increase visibility of awareness, and celebration of, diversity, culture and difference through classroom and hall displays. (RM)

		-Timetable celebrations & religious festivals into assembly rota (RM, GM) -Source books to support our teaching and discussing the Protected Characteristics from ELS (RM)
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Other areas for consideration:

- Continue to monitor and focus on closing any gaps in attainment and achievement between all groups of pupils; especially boys and girls, children with particular protected characteristics, pupils eligible for Free School Meals, pupils with SEND, Looked After Children and pupils from different heritage groups