



# **Equality information and objectives Policy**

**2022 - 2026**

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Approved by the governing board:**

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### 1. Aims

Our schools aim to meet their obligations under the Public Sector Equality Duty (PSED) 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 schools, 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 Headteacher for Eastfield Nursery School and the Head of School for Bilston Nursery School.

The Headteacher and Head of School will:

- Promote knowledge and understanding of the equality objectives among 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 schools are aware of the 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, and all staff receive refresher training every two years.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the schools aim to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that 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 activities)

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 schools aim 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. For example, as part of teaching and learning, pupils will be introduced to artefacts from a range of cultures
- During group time holding discussions that deal with relevant issues at a level appropriate to the children's age and development levels.
- Portraying positive images of a range of people and cultures through the schools resources.

## 7. Equality considerations in decision-making

The schools will ensure they have due regard to equality considerations whenever significant decisions are made.

The schools will always consider 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

#### ***Ensure all staff and users are aware of our commitment to equality***

Why we have chosen this objective:

We are committed to ensuring that all members of our school community are treated fairly and we are against all forms of discrimination. To achieve this is important that all members of our school community understand our expectations.

To achieve this objective, we plan to:

- Ensure the schools vision statement is revisited with staff annually
- Ensure all new staff complete unconscious bias training as part of the induction process
- Provide all new parents with information about the schools vision in induction packs
- Publish equality information on the school websites
- Provide a curriculum that promotes positive attitudes and values that challenge discriminatory behaviour

## **Objective 2**

### ***Enhance the skills and qualifications of staff with protected characteristics promoting equality of opportunity for all staff***

Why we have chosen this objective:

We have a strong commitment to the professional development of our staff team. We recognise that some staff they may have historically experienced barriers to accessing training and support to achieve qualifications. We seek to remove these barriers so that all staff can broaden their skills, knowledge and opportunities.

To achieve this objective, we plan to:

- Work with an outstanding training provider to increase access to qualifications for staff and provide additional support for adult learners
- Provide a robust supervision process which identifies areas for training and development
- Monitor the uptake and impact of training opportunities
- Survey staff regularly and anonymously to seek feedback

## **Objective 3**

### ***Promote a shared understanding of individual's identities and cultures so that all children and families feel valued and welcomed***

Why we have chosen this objective:

Children's previous experiences and family background give them a sense of who they are. As children grow, cultural influences and the customs around language, food, creativity and religion affect the way children develop physically, socially, emotionally and linguistically. Knowing our children and families well will help staff to support children to develop positive self-concepts, valuing and respecting their own culture and heritage.

To achieve this objective, we plan to:

- Seek information from families during the induction process about their unique traditions and experiences
- Provide opportunities to celebrate children's experiences, culture and background through the curriculum

## **Objective 4**

### ***Review documentation to ensure it is accessible to all parents***

Why we have chosen this objective:

Our children and families come from a wide-range of cultural, ethnic and religious backgrounds and this diversity is also reflected in the language profile of our families. We want all of our families to be able to access information about the school and their child's learning so that we can work in partnership with them to improve outcomes for children.

To achieve this objective, we plan to:

- Publish school policies and key information for parents in a range of languages, reflective of those spoken by our families.

## **Objective 5**

### ***Ensure resources promote and celebrate diversity and do not reflect negative stereotypes***

Why we have chosen this objective:

It is important that children can see themselves and their family reflected in resources, images and books they experience so that they can develop a secure sense of belonging and have a positive sense of their own identity.

To achieve this objective, we plan to:

- Provide children with resources and everyday artefacts that promote cultural diversity and enables their role play to involve a variety of cultural contexts that reflect their own and others experiences.
- Provide books and images that reflect diversity and provide positive role models particularly for underrepresented groups.

## **9. Monitoring arrangements**

The governing board will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the governing board.