

MANOR LEAS INFANT SCHOOL



Learning for Life

Equality Information and Objectives

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Committee	FB
Author	Headteacher

Equality Information and Objectives for Manor Leas Infant School

1. Aims

Manor Leas Infant 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](#).

This document complies with our funding agreement and Articles of Association.

3. Roles and Responsibilities

The board of trustees 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 trustee will:

- Meet with the designated member of staff for equality every year, 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 board of trustees regarding any issues

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The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link trustee every year to raise and discuss any issues
- Identify any training needs and organise where appropriate
- Monitor success in achieving the objectives and report back to trustees

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 trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings
- Staff will receive training on the Equality Act
- The school has a designated member of staff for monitoring equality issues, and an equality link trustee. They liaise regarding any issues and make senior leaders and trustees 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, 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 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)

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- 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 regarding 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 after school clubs.
- 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, where appropriate, will keep 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 to be 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: Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

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To achieve this objective we plan to provide a curriculum that promotes cultural awareness and understanding of different religious beliefs, enrichment weeks throughout the year, visitors into school, displays and the school learning environment.

Objective 2: *Monitoring and promotion of the involvement of all groups of pupils in the extracurricular life of the school, including leadership opportunities, especially pupils with special educational needs and disabilities.*

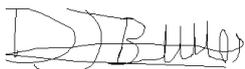
To achieve this objective we plan to provide a range of extracurricular clubs in order to appeal to children of different interests. Leadership roles are on offer in school and children are encouraged to participate in these opportunities.

Objective 3: *Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups.*

To achieve this objective we plan to provide quality first teaching along with targeted intervention and/or extension in order to support children being on track to achieve their aspirational targets.

9. Monitoring arrangements

The headteacher will review the equality information we publish, at least every year. This document will be reviewed and approved by the board of trustees at least every 4 years. This document is signed on behalf of the board by:



Chair of Board of Trustees

Date: 29/03/22