



Kenmore Park Infant and Nursery School



Equality Information and Objectives

Approved by: PAD committee of the Governing Body Date: 09.10.19

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To be reviewed annually

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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.

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).
- 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 such as Pupil Premium and SEN learners (***Pupil Premium Statement on the school website***).

SEN support pupils (10 pupils)

Outcomes at the end of KS 1 2018/19 for this group of learners

2016/17	Reading		Writing		Maths	
	Sch	Nat	Sch	Nat	Sch	Nat
Achieved expected standard	11%	75%	11%	69%	11%	76%
Achieved greater depth	0	25%	0	15%	0	22%

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information (SEN School Development Plan 2018/19 also refer to **the SEND statement on the school website**).
- 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 dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and 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 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 (Risk Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded 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 as a completed risk assessment.

8. Equality objectives

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.*

Why we have chosen this objective: because our aim is to ensure that the school staffing is reflective of the school community and pupil intake. We aim to complement our current establishment with staff from diverse cultural and religious beliefs.

To achieve this objective, we plan to: Advertise and recruit staff that are best placed to support the EAL needs of our learners and where possible act as positive role models.

Progress we are making towards this objective: Over the last three years as the pupil intake has changed with a substantial increase in the number of learners from an Eastern European background the school has recruited a number of teaching assistants to support the language and learning needs of the learners and their parents/careers.

Objective 2: *Have in place a reasonable adjustment agreement for all staff with disabilities by July, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: We have a number of staff with disabilities, one member of staff is registered disabled. We aim to ensure that reasonable adjustments are made so that they are able to carry out the roles and responsibilities in line with the posts to which they are appointed.

To achieve this objective, we plan to: Carry out annual risk assessments and where applicable involve Health and safety executive or occupational health to ensure that as employers efforts are made to ensure that the well-being needs of the employers are met in order for them to execute their duties.

Progress we are making towards this objective: Chairs purchased with suitable back and posture support. Risk assessments conducted of the working environment. Foot support for staff whose roles involve long periods of time sitting at a computer screen.

9.

Monitoring arrangements

The Headteacher will update the equality information and publish at least every year.

10. Links with other policies

This document links to the following policies:

- Accessibility plan.