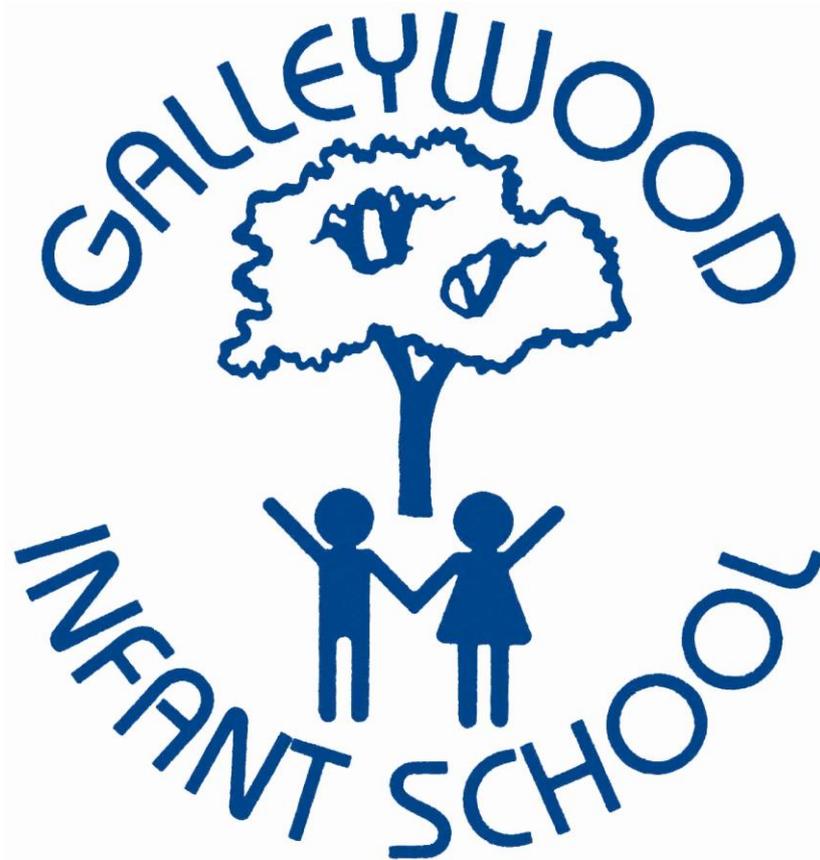


Equality information and objectives

Galleywood Infant School



Approved by: Full Governing Body

Date: March 2021

Last reviewed on: March 2019

Next review due by: March 2022

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1. Aims

Galleywood Infant School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Protected characteristics within the Equality Act include:

age, disability, sex (gender), race (ethnicity), pregnancy and maternity, religion and belief, sexual orientation, gender reassignment, marriage and civil partnership.

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 body 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 headteacher

The equality link governor is June Gould, Chair of Governors.

The link governor will:

- Meet with the Headteacher and other relevant staff members at least termly to discuss any issues and how these are being addressed
- Ensure they are 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor at least termly to raise and discuss any issues. This may be as part of a data panel meeting or a governor monitoring visit.
- Work with staff to identify any training needs, and deliver training as necessary

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The designated member of staff responsible for monitoring equality issues is the Headteacher. The equality link governor is currently the chair of governors. They regularly liaise regarding any issues and make staff and governors 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, parents or staff with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 (improved attainment, reductions in behaviour incidents)
- Publish further data about any issues associated with particular protected characteristics, and identify any ways we are working to address this.

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 traditional stories from a range of cultures
- Leading assemblies dealing with relevant issues. Pupils may be encouraged to take part in such assemblies and we may invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak in lessons or 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 and GIPA events. We also work with parents to promote knowledge and understanding of different cultures through curriculum events and information.
- We will seek and develop links with people and groups who have specialist knowledge about particular characteristics as needed to help inform and develop our approach

7. Equality considerations in decision-making

Galleywood Infant School ensures it has due regard to equality considerations whenever significant decisions are made.

We 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:

- Takes place on any religious holidays
- Is accessible to pupils with disabilities and appropriate support is available
- Has equivalent facilities for boys and girls

The school keeps 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 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 2021-2024

Objectives	How will this be achieved?	Outcomes
<p>1. Continue to monitor and analyse pupil achievement, identify groups and individuals at risk of underachievement and act quickly to identify appropriate intervention or additional support needed.</p>	<p>Close tracking of class and group data by SLT through Pupil Progress meetings. Interventions monitored carefully by class teachers and SENCo, reviewed and adjusted to ensure they lead to accelerated progress for individual children.</p>	
<p>2. Develop staff expertise and build capacity within the school and through partnerships outside our school to support vulnerable children and families.</p>	<p>Training in school, with schools in Chelmsford Schools Alliance, with Inclusion Partner and SEN cluster. Proactive approach to building links with appropriate outside agencies; work alongside families to seek & secure better outcomes for their children.</p>	
<p>3. To ensure school information is accessible to all stakeholders, for example parents for whom English is an additional language, those for whom reading and writing may be difficult and any parent with vision difficulties.</p>	<p>PDM time to raise awareness among all staff. Information about first language shared with staff team. Verbal explanations/ demonstrations offered. All communication avoids jargon; all communication sent electronically for translation or access support if needed.</p>	
<p>4. To increase understanding of disability through direct teaching across the curriculum, tackling prejudice and promote understanding in relation to people with disabilities.</p>	<p>PSHE and assemblies to raise awareness of disabilities. Disability sports assemblies. Professional development meetings raise awareness among staff and seek learning opportunities within thematic curriculum.</p>	

9. Monitoring arrangements

Galleywood Infant School Governing Body will update the equality information we publish, at least every year.

This document and the objectives will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Full Governing Body and published on the school website.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-bullying policy
- Behaviour Policy and Behaviour Principles
- Special Educational Needs Policy
- Risk assessment documents for visits and special events