

# Equality information and objectives



**FLATTS**  
**NURSERY SCHOOL**

Approved by:

Governors

Date: 9.7.20

Last reviewed on:

Next review due by: September 2028

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	3
4. Eliminating discrimination.....	3
5. Advancing equality of opportunity .....	3
6. Fostering good relations.....	4
7. Equality considerations in decision-making.....	4
8. Equality objectives .....	4
9. Monitoring arrangements .....	5
10. Links with other policies .....	5

---

## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

## 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
- Meet with the headteacher for equality every year 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 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
- Update governors on the equality policy and any issues and how they are being addressed
- Support the headteacher in identifying any staff 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.

### 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)
- 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:

- 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)
- Report to governors the data and areas of strengths and improvement.

## 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 elements of Personal, Social and Emotional Development and Understanding of the World but also in other areas of the Early Years Curriculum. For example, we will share books from a range of cultures.
- Making pupils aware of our self regulation and behaviour policy
- Having group times to deal with relevant issues e.g. using persona dolls
- Working with our local community to celebrate diversity e.g. celebrating National Mother Tongue Day.
- Working with other groups in our community e.g. visiting the local care home for children to take part in activities alongside residents.
- Working with our school community e.g. encouraging parents and families to come into school to talk about special festivals and events.
- 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 (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

**Objective 1:** *Ensure we have books representing people from different ethnicities.*

Why we have chosen this objective: To ensure our books are relevant to all

To achieve this objective we plan to: Audit our current books and look for alternatives where appropriate

Progress we are making towards this objective:

**Objective 2:** *Build relationships with the local community e.g. Ashworth Grange*

Why we have chosen this objective: To broaden our children's knowledge of the local community and explore the advantage of cross generational play

To achieve this objective we plan to: Make links to visit the Care Home for activities

Progress we are making towards this objective:

**Objective 3:** *Increase the visitors we have in school from different backgrounds and skill sets.*

Why we have chosen this objective: To widen children knowledge and understanding of the world

To achieve this objective, we plan to: Seek out people from different professions and religions to talk about their jobs/special days

Progress we are making towards this objective: Celebrated International mother language day (parents came into school)

## **9. Monitoring arrangements**

The Governing Body will update the equality information we publish, at least every year.

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

This document will be approved by The Governing Body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment