

Carterhatch



Infant School

Equality Information and Objectives Report (Public Sector Equality Duty)

Adopted by Governing Body

Signed by Chair: Tracey Charles

Date:

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What is the equality duty?

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sectors equality duty (known as the PSED or the equality duty).

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act** by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and people who do not share it** by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations across all protected characteristics - between people who share a protected characteristic and people who do not share it** by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Public Sector Equality Duty (2011)

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic'.

The protected characteristics are:

- Race
- Disability
- Sex/Gender
- Gender reassignment
- Sexual orientation
- Religion or belief
- Pregnancy or maternity
- Marriage or civil partnership

Statement of Equality

At Carterhatch Infant School, we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At our school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

In compiling this equality information we have:

- Identified evidence already in the setting of equality within policies and practice and identified gaps.
- Examined how our setting engages with the protected groups, identifying where practice could be improved.

| Protected Characteristics | Aims of the general duty | | |
|---------------------------|--|---|--|
| | What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation? | How do we advance equality of opportunity between people who share a protected characteristic and those who do not? | How do we foster good relations between people who share a protected characteristic and those who do not? |
| Race | <ul style="list-style-type: none"> ➤ Race equality policy ➤ Data on admission ➤ Termly reports on racial incidents to GB. ➤ Tracking to identify patterns of incidents. ➤ Low number of reported racial | <ul style="list-style-type: none"> ➤ Celebration and value of differences ➤ Curriculum ➤ School policies ➤ Issues that arise being discussed with children in our weekly "Time to Talk" sessions. | <ul style="list-style-type: none"> ➤ Celebration of differences ➤ Curriculum ➤ Value differences ➤ Good links with parents/carers - Always looking at ways to improve this further. ➤ Family Support Worker |

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| | incidents. | | <p>Engaging parents/carers views.</p> <ul style="list-style-type: none"> ➤ School policies promote equality. ➤ Job descriptions for staff ➤ School ethos ➤ School displays, books, photos etc... promote diversity. ➤ Time to Talk Sessions ➤ Assemblies ➤ Promoting Good Role Models. |
| Disability | <ul style="list-style-type: none"> ➤ School policies ➤ Inclusive practices ➤ Feedback from parents. ➤ Termly reports to Governing Body. ➤ Assessment data ➤ Purchase additional resources ➤ Provide appropriate provision by identifying individual needs. | <ul style="list-style-type: none"> ➤ School policies ➤ Raising attainment ➤ Tracking progress | <ul style="list-style-type: none"> ➤ School Ethos ➤ Good links with parents ➤ Family Support Worker ➤ Education Health Care Plan meetings – Ensuring the views of the child, parent and all staff working with children are shared. ➤ Plan, do and review meetings. ➤ School displays, books, photos etc..... promote diversity ➤ Time to Talk Sessions ➤ Assemblies ➤ Reasonable adjustments ➤ Promoting Good Role Models. |
| Gender | <ul style="list-style-type: none"> ➤ Admissions process ➤ Recruitment process ➤ Tracking data | <ul style="list-style-type: none"> ➤ Recruitment process ➤ School policies ➤ Pupil Progress Meetings ➤ Identifying groups that are underachieving and targeted support needed. | <ul style="list-style-type: none"> ➤ Good links with parents ➤ Family Support Worker ➤ School Ethos ➤ Promoting Good Role Models. |

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| | | <ul style="list-style-type: none"> ➤ Tracking progress ➤ Raising attainment and confidence, particularly in boys writing and girls maths. | |
| Gender Reassignment | <ul style="list-style-type: none"> ➤ Inclusive practices ➤ Admissions process ➤ Recruitment process ➤ Equality policy | <ul style="list-style-type: none"> ➤ Celebration of differences ➤ School policies ➤ Value differences ➤ Review of practices .. | <ul style="list-style-type: none"> ➤ Good links with parents ➤ Family Support Worker ➤ School Ethos ➤ Admissions |
| Pregnancy and Maternity | <ul style="list-style-type: none"> ➤ Policy for expectant parents ➤ Reasonable adjustments in place to support ➤ Regular meetings ➤ Risk assessment | <ul style="list-style-type: none"> ➤ Continue good practice ➤ Paternity leave | <ul style="list-style-type: none"> ➤ Following policy ➤ Continue to make reasonable adjustments to ensure they are supported at work ➤ School Ethos |
| Age | <ul style="list-style-type: none"> ➤ Employment/recruitment process | <ul style="list-style-type: none"> ➤ Recruitment process | <ul style="list-style-type: none"> ➤ Recruitment process ➤ School Ethos |
| Religion and Belief | <ul style="list-style-type: none"> ➤ Admissions procedures ➤ Employment documents ➤ Balance of staff employed | <ul style="list-style-type: none"> ➤ Curriculum ➤ Value and celebration of differences ➤ Issues that arise being discussed with children in our Time to Talk sessions. ➤ Children's voice in our weekly Time to Talk groups. | <ul style="list-style-type: none"> ➤ Celebration of differences ➤ Curriculum ➤ Good links with parents ➤ School displays promote diversity ➤ Family Support Worker ➤ Time to Talk Sessions ➤ Assemblies ➤ School Ethos |
| Sexual Orientation | <ul style="list-style-type: none"> ➤ School policies ➤ Inclusive practices ➤ Admissions process ➤ Recruitment process | <ul style="list-style-type: none"> ➤ Celebration of differences ➤ School policies ➤ Value differences ➤ Review of practices | <ul style="list-style-type: none"> ➤ Good links with parents ➤ Admissions process ➤ School Ethos |

Ensuring Equality of Opportunity and Participation

We will ensure that:

- Children's achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap.
- All staff are aware of the Equality Plan.
 - There is an inclusive approach to ensuring all children are given the opportunity to make a positive contribution to school life e.g. celebration assemblies, fund raising events etc..
- Disabled children can take part in all aspects of the curriculum, including educational visits, lunchtime activities, forest school, after school clubs, assemblies etc..
 - Extended school activities such as breakfast and afterschool clubs take into account children's needs and access issues. Children attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.
- Staff, children and families will continue to be involved in the future development of the Equality plan through input and feedback from surveys, staff meetings, Time to Talk Sessions etc..

We will provide:

- Additional support for children who are underachieving, in order to make progress in their learning and well-being, e.g. ensuring that children with visual impairment have accessible texts.
- Additional support for parents with underachieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible areas of the school to support wheelchair users).

Promoting Positive Attitudes and Meeting Needs

We will:

- Promote positive images which reflect the diversity of the school community in terms of race, gender, and disability, for example in assemblies, books, publications and learning materials and in a classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development and try to reflect the diversity of the school community in its workforce.
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute.
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different school and communities.
- Provide extended services, with opportunities for children, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- Support disabled children in the period of transition between infant and junior school to ease the stress of moving and increase familiarity with new surroundings.
- Helping children and young people to understand others and value diversity.

- Promoting shared values and awareness of human rights.

The Curriculum

Whole school and cross-curricular initiatives provide the opportunity to develop awareness of the cultural and linguistic diversity of our world.

- Children are encouraged to participate in a curriculum that takes full account of the richness and variety of the world's ethnic groups
- Recognise and combat racism and racial discrimination.
- Ensure our curriculum reflects global dimension and incorporates the key concepts of global citizenship.
- Weekly 'Time to Talk' address any issues or to promote equality, inclusion and 'having a voice'.

Our Learning Environment

We strive to ensure that areas of our environments reflect:

- The cultural diversity of contemporary British society.
- The ethnic diversity within the school community.
- Supports English as a second language.

Disabilities

Wherever reasonably possible we ensure that a person with disabilities can benefit from education to the same extent that a person without disabilities can, by;

- Ensuring all auxiliary aids, services and reasonable adjustments are in place.
- Providing auxiliary aid or service for a child with a disability when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage.
- Keeping a written record of provision in place to support children with disabilities.
- Provide appropriate equipment for children to be able to take part in after school activities.
- Ensuring all children, where reasonably possible, are included in all extended school provision.
- Ensuring risk assessments where needed are in place.
- Ensuring accessibility to the building is reviewed as part of the schools premises plan.
- Considering adjustments needed for all children to take part in educational visits.

A child may not be able to take part in a visit for the following reasons;

- *There are risks that the school feels cannot be managed offsite – these will be identified in the risk assessment.*
- *If the parent requests that their child is not to take part in the visit.*

To ensure, where reasonably possible, that all children take part in extended school experience through extra curricular activities and educational visits the school will;

- *Invite parents/carers or a responsible member of the family to accompany the visit or to be part of the extra curricular activities.*
- *If the parent/carer is unable to accompany their child then the school will endeavor to recreate the experience within the school site.*