



ALDERMAN POUNDER INFANT AND NURSERY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES

Document Owner: Head Teacher

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REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	April 2022	April 2025	Document created

Rationale

The public sector equality duty (PSED) requires schools to:

1. Publish information to demonstrate how they are complying with the PSED – schools must update this published information at least every year
2. Prepare and publish equality objectives – schools must update these objectives at least once every 4 years

The PSED was introduced by the Equality Act 2010 and applies to all schools, including maintained schools, academies, independent schools, maintained nursery schools, and maintained and non-maintained special schools.

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

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.](#)

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 headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out within this document.

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 Head Teacher and Chair of Governors regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 required 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relationships

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. 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

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

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to 'equality' these will be dealt with in line with our complaints policy. The chair of governors may be involved if the complaint is not resolved satisfactorily.

Equality objectives

Objective 1: All members of staff and governors involved in recruitment and selection have a good understanding of equal opportunities and non-discrimination legal requirements.

Why we have chosen this objective:

- To support and increase in diversity within the staff team, it is essential that all recruitment processes, and all staff member/governors involved in recruitment and selection have a secure understanding.

To achieve this, we plan to:

- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year (<https://thenationalcollege.co.uk/hub/view/course/equality-diversity-and-inclusion>)

Progress

- Head Teacher, Deputy Head Teacher, Chair of Governors and Vice Chair of Governors have all received safer recruitment training.

Objective 2: Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective:

- In order to identify appropriate actions to take, including in the identification of underperformance or unconscious bias, it is essential that we are building on a secure research base which is informed by current statistics.

To achieve this, we plan to:

- Analyse pupil achievement and highlight areas of concern.
- Implement specific intervention where required to minimise any gaps in pupil achievement.

Progress

- Systems in place to monitor pupil progress.
- Performance of different groups features in whole school analysis and pupil progress discussions.

Objective 3: Review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why we have chosen this objective:

- With a changing school population, it is important that all families feel they belong at Alderman Pounder and engage with the school.

To achieve this, we plan to:

- Monitor engagement through a variety of platforms.
- Conduct regular attendance analysis, along with pupil and parental surveys.

Progress

- Attendance tracking system in place.
- Parent survey conducted and results analysed.

Objective 4: Promote understanding and respect for differences.

Why we have chosen this objective:

- All people have a right to belong, and so it is important that there is representation within our curriculum. In order to embed all British Values, as part of our personal development curriculum, we must actively teach tolerance and respect for differences. With changes in the local picture, including increases in extreme far right ideologies, it is imperative that we develop resilience against this within our pupils (see also Prevent action plan).

To achieve this, we plan to:

- Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.
- Use collective worship as an opportunity to celebrate festivals from a range of world religions.
- Train all staff in diversity, equity and inclusion through INSET.

Progress

- RSHE policy in place.
- RE policy in place.
- Assembly overview in place.
- Gender bias (linked with sexual harassment and sexual violence) training completed in September 2021

Objective 5: To raise levels of attainment for vulnerable learners.

Why we have chosen this objective:

- No groups should be disadvantaged, particularly by potential unconscious biases, and so it is important that intervention take place early on to identify and address emerging trends.

To achieve this, we plan to:

- A priority will be to reduce the attainment gap of vulnerable pupils

Progress

- Increase the number of Pupil Premium pupils working at the expected standard for their age.
- Monitor the achievement of Pupil Premium pupils. Plan and deliver interventions to address gaps in learning as identified through on-going assessment.