



*Kindness - Determination – Resilience – Teamwork – Communication – Respect*

## ***'Together we learn – United we achieve'***

### **Equality Information and Objectives Statement**

#### **Our vision**

*At Townville Infants' and Nursery School we aspire to offer the best possible early education for our children in a happy, safe, inclusive environment. We build firm foundations through a welcoming, holistic community approach placing the individual needs of the child at the heart. With high expectations and aspirations for every child we seek to ensure all children develop the skills and attributes they need to thrive and succeed both now and in the future.*

| <b>Approved by:</b>        | <b>Date:</b> |
|----------------------------|--------------|
| <b>Last reviewed on:</b>   | April 23     |
| <b>Next review due by:</b> | April 24     |

#### **Legislation**

*The Equality Act 2010 provides a modern, single legal framework with three broad duties:*

- *Eliminate discrimination;*
- *Advance equality of opportunity; and*
- *Foster good relations.*

*The Governing Body of Townville Infant School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.*

*A protected characteristic under the act covers the groups listed below:*

- *Age*
- *Disability*
- *Race, colour, nationality, ethnic or national origin*
- *Sex (including transgender)*
- *Gender reassignment*
- *Maternity and pregnancy*
- *Religion and belief*
- *Sexual orientation*
- *Marriage and civil partnership (for employees).*

*In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.*

*These are to:*

## EQUALITY INFORMATION AND OBJECTIVES STATEMENT

- *Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.*
- *Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a Townville Infant School. This will include the following functions:*
  - *Admissions*
  - *Attendance*
  - *Attainment*
  - *Exclusions*
  - *Prejudice related incidents*

*We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).*

*The primary aim of Townville Infant School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.*

*Townville Infant School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics within the school community. This means:*

- *We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school.*
- *We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.*
- *We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.*
- *We will regularly consider the ways in which teaching will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.*
- *We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice.*
- *We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity.*
- *We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do.*
- *Staff will ensure the curriculum is accessible; if at all possible, to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language.*

#### EQUALITY INFORMATION AND OBJECTIVES STATEMENT

- *We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.*
- *Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.*
- *We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice.*
- *We will regularly review our accessibility plans.*
- *The school welcomes a diverse range of candidates for positions at any type of role or level of responsibility in school.*
- *We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.*
- *When drawing up policies, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the school's duties.*