



# Equality Information and Objectives

## Montgomery Infant School and Nursery



Approved by: Board of Governors

Date: 05.06.2023

Last reviewed on:

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**This policy will be reviewed in full by the Governing Body on a yearly basis. This policy was reviewed and updated in June 2023**

Next review date: **June 2024**

### **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 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

### **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](#).

This document also complies with our funding agreement and articles of association.

### **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
- 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
- Identify 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.

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

### **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 that are connected to a particular characteristic they have
- 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

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 data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

### **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.
- Holding assemblies dealing with relevant issues. Celebrating diversity through stories.
- 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

### **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 to show we have actively considered our equality duties and asked ourselves relevant questions. This is included in 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 on EVOLVE.



## 8. Equality Data and Objectives

In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared.

### Stage 1: Understanding Our School Community –Pupils

What is the school profile?

How many children are on roll at the school?

253 (292 including nursery)

What information on pupils is collected by protected characteristics?

The following information was correct as of May 2023:

Ethnic Categories							
White British	55.5%	Nepali	9.2%	White and Black Caribbean	3.8%	White Eastern European	3.4%
Black Ghanaian	3.1%	Black Nigerian	3.1%	Other Black African	2.7%	Afghan	2.7%
White Other	2.4%	Other Ethnic Group	2.4%	White and Asian	1.7%	Indian	1.4%
White and Black African	1%	Other Mixed background	1%	White and Any Other Ethnic Group	1%	Pakistani	1%
Black Caribbean	1%	Gypsy/Roma	0.7%	Refused	0.7%	Any Other Black Background	0.3%
Greek/Greek Cypriot	0.3%	Other Asian	0.3%	Vietnamese	0.3%	Other Chinese	0.3%

Disability Categories			
Moderate learning Difficulty	0.7%	Speech and Language	5.5%
Hearing Impairment	0.7%	Other Difficulty Disability	0.3%
No Specialist Assessment	1%	ASD/ADHD	3.1%
Physical Disability	1%	Social, Emotional and Mental Health (SEMH)	1.4%

Special Educational Needs (SEN)	
Non SEN	88.7%
SEN with an EHCP	0.7%
SEN without an EHCP	10.6%

Gender	
Girls	53.8%
Boys	46.2%

Religion and Belief					
Christian	30.4%	Muslim	5.9%	No Religion	50.5%
Jewish	0.3%	Buddhist	2.8%	Hindu	5.5%
Other Religion	4.5%				



### Objective 1: Attendance

Equality Objective	To narrow the gap between FSM attendance and non-FSM attendance to secure equality of opportunity for pupil engagement, attainment and progress.
why	FSM children's attendance across the school is on average 3% below non-FSM children, attendance continues to be an issue
How	Weekly attendance monitoring, concern letters, meetings with parents and if necessary, fines. The use of a class cup to recognize pupils good attendance.  Reporting to parents through the school newsletter half termly attendance data for each class.
Outcome	Whole school attendance is above 95% and FSM attendance is in line with non-FSM attendance.

### Objective 2: Race, Religion and Diversity

Equality Objective	To use the curriculum to find out about different religions and cultures and celebrate diversity.
why	Our data indicates a diverse community, which we want to celebrate and encourage our children to be curious and respectful of others.
How	In order to address and celebrate our cultural diversity we will continue to deliver a PSHE/RE programme which explores and values cultural difference. This, alongside the Essex agreed RE curriculum will develop an understanding of cultures.  Alongside this we explore diversity through sharing carefully selected texts during assembly.
Outcome	Pupils will progressively develop their understanding of, and empathy for, people from different regions, races, religions and cultures.  The curriculum will provide a clear structure for promoting and championing the importance of equality.

### 9. Monitoring arrangements

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

The governing board will review this document at least every 4 years.

This document will be approved by governing board

### 10. Links with other policies

This document links to the following policies:

- SEND annual review to parents including accessibility plan
- Behaviour and Relationships Policy