



Onslow Infant School

Equality Information and Objectives 2021-2025

To be read in conjunction with the following documents:

- Inclusion Policy
- Accessibility Plan
- Equality Information and Objectives Review 2017-2021
- Recruitment and Selection Policy

Review

The Information and Objectives were published in June 2021

The Information will be updated in June 2022

The Objectives will be reviewed by June 2025

Public bodies, including schools, have a Public Sector Equality Duty (PSED) which was introduced in **The Equality Act 2010**. Prior to this there were three separate sets of duties requiring all public bodies to promote disability, race and gender equality. The PSED has combined and extended those duties to include duties linked to the protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Advice for schools is contained in **The Equality Act and Schools** publication which states that *“In carrying out their functions, public bodies are required to have due regard to the need to:*

- *Eliminate discrimination and other conduct that is prohibited by the Act,*
- *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.”*

(Department for Education, 2014, p30)

Schools are required to have *“due regard to the three elements outlined above”*. In the context of schools this is defined as:

- *Assessing whether an action or decision “may have particular implications for people with particular protected characteristics”.*
- *Considering “equality implications” when policy is developed and decisions are made, “not as an afterthought” and as part of a process of continuing review.*
- *Integrating the PSED “into the carrying out of the school’s functions”, completing analysis “seriously, rigorously and with an open mind” (p30).*

The due regard given should be *“relevant and proportionate”*, so it may vary according to the significance of any equality implications (p30). *“Schools have [the] freedom to meet the specific duties in ways appropriate to their own set of circumstances” (p31).*

“The specific duties require schools:

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and*
- (b) to prepare and publish equality objectives.” (p32).*

The information should be updated annually and objectives should be published at least once every four years. When publishing information *“schools must ensure that individuals are not able to be identified”*. The *“duties should not be overly burdensome on schools”* and *“schools will not be required to collect any statistical data which they do not already collect routinely” (p32).*

At Onslow Infant School we have small numbers of pupils, parents/carers and staff who have particular protected characteristics. We have chosen therefore to focus on the current good practice (information) and the steps that we will take next (objectives). These are outlined in the tables that follow.

Equality Information - Information and Objectives 2021-2025

The information below demonstrates how the school is complying with the **Public Sector Equality Duty** to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who shared 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.

The objectives demonstrate the steps that the school plans to take to continue to further advance equality within the school and community.

INFORMATION		OBJECTIVES		
Duty	Current Good Practice	Next Steps	Responsibility (Timescale)	Success Criteria
(1) Eliminate discrimination and other conduct that is prohibited by the Act.	The school has procedures in place for reporting and dealing with discrimination incidents that arise.	- Staff awareness to be further increased so that staff more actively challenge discrimination through the curriculum, everyday interactions with children and everyday interactions with each other.	Inclusion Leader (by June 2023, milestones to measure progress to be developed by Dec 2021)	- Training for all staff on challenging discrimination. - Examples of good practice to be shared. - Staff feedback gathered on whether they have experienced or observed discrimination.
	The school has embedded values education and incidents arising are discussed in the context of these values.	- Policies to be embedded in practice observed throughout the school.	All staff, Inclusion Leader and Inclusion Governor (by June 2023)	- Evidence of good practice to be collected by Inclusion Leader through termly reviews. - Good practice to be shared with all staff and link Inclusion Governor. - Discriminatory practices or missed opportunities to eliminate discrimination will be identified on learning walks and discussed with staff.
	The school celebrates what makes each person different and what we all have in common. The school has a comprehensive PSHE curriculum which teaches pupils to consider how they treat others and how others treat them.	- Staff to understand more about how discriminatory attitudes might manifest in young children, the purpose of recording and reflecting on incidents.	Inclusion Leader (by June 2023)	- Training for all staff on recognising discriminatory attitudes in young children. - Examples of incidents that may arise in our school and how these should be managed to be shared with all staff.

INFORMATION		OBJECTIVES		
Duty	Current Good Practice	Next Steps	Responsibility (Timescale)	Success Criteria
(2) Advance equality of opportunity between people who shared a protected characteristic and people who do not share it.	Key policies include an inclusion and equality of opportunity statement.	- Creative ways will be explored for gathering the views of pupils, families and staff from under-represented groups on issues related to inclusion, accessibility and equality.	Inclusion Leader, Link Governor (by June 2023, action plan to be created by Apr 2022)	- The school will actively seek the views of pupils, families and staff from under-represented groups. - The school will use this information to define an action plan to address the requirement of these groups and will communicate these actions to staff, governors and families.
	The Accessibility Plan has been updated in June 2021.	- When monitoring their subjects, subject leaders need to be aware of the range of resources being used and consider whether these represent people with protected characteristics in a positive manner.	Subject Leaders as part of annual monitoring cycle (first cycle by July 2022)	- Subject leaders to report on progress using disaggregated data to better understand the progress of different groups. - Subject Leaders to comment on the representation of under-represented groups when reporting on the monitoring of their subject.
	The school's values are a core part of the curriculum and weave through many aspects of school life.	- Subject Leaders to increase the visibility of under-represented groups through symbolic representation initiatives aimed at challenging harmful stereotypes.	Subject Leaders (policies reviewed on 3-year cycle)	- All subject/curriculum policies to include a statement about representation of people from under-represented groups in a positive manner, including examples, when next reviewed.
	When planning learning, staff take account of the needs of individual children to ensure that they are able to access all elements of the provision.	- Staff recruitment and development processes to be evaluated to ensure they advance equality of opportunity.	SLT, SBM, Inclusion Governor (by June 2023)	- Review of staff recruitment and development processes. - Evaluation and assessment of possible trends. - Equality and inclusion to be embedded into future staffing strategies and reported to staff and governors.
	When choosing resources for lessons and assemblies, care is taken to ensure there is a balance of models used which includes examples of people with the protected characteristics.			
	Consideration for the inclusion of all pupils, parents/carers, staff and visitors in school events and visits.			
	Staff are aware of the need to raise aspirations for all our children and to ensure that they have access to a wide range of enriching experiences.			

INFORMATION		OBJECTIVES		
Duty	Current Good Practice	Next Steps	Responsibility (Timescale)	Success Criteria
(3) Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.	The school has embedded values education within the curriculum and the values are a common language across the school with which to discuss social relations. Teachers consider the protected characteristics of our pupils and plans learning opportunities that link to their experiences and celebrate aspects of their characteristics.	- Analysis of the impact of the school’s values education on pupils, their families and staff working at the school.	Inclusion Leader, Link Governor (by June 2023)	- Feedback from parents on whether they read the values newsletters and whether these are useful. - Feedback from pupils on whether they are familiar with our school values, whether they talk about these at home and whether these help them to consider how they behave. - Feedback from staff on whether the school values feed into the culture of the school.
	Staff monitor the relationships between children and provide support to ensure these are positive and respectful. Staff create opportunities for all children to learn and play together so that children develop connections with a wide range of their peers.	- School newsletter contributions to raise awareness in our school community of the experiences of people from under-represented groups. - This will be achieved through sharing what we teach plus strategies we use and why, in order to be relevant to the children’s school experiences.	Inclusion Leader (initiated and ongoing, impact to be reviewed by June 2023)	- Newsletter contributions will cover topics related to: SEND, EAL, race/ethnicity, religion and gender. - Contributions will link to the school’s curriculum and provision and will be relevant to our children and their families. - Evaluation of newsletter contributions and ideas for future topics sought from all staff.
	Staff endeavour to make all parents feel welcome at school and accommodate any needs they may have due to a protected characteristic.	- Pupils will be supported to develop positive attitudes towards people from under-represented groups.	Teachers, PSHE Lead and Inclusion Leader (by June 2023, plan for 2021-22 to be in place by Oct 2021)	- Positive role models from under-represented groups will be introduced to the children in assemblies, stories and PSHE sessions.