

Harnham Infant School

Equality Information & Objectives



Reviewed by Full Governing Body: 07.10.2024

Signed on behalf of Governors: 

Signed on behalf of Staff: 

Review date: September 2028

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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

Our school aims to promote respect for difference and diversity in accordance with our values:

Our Vision

Harnham Infant School is a happy and caring place where we value and support the uniqueness of every child, take account of diversity and promote equality and inclusion, to enable all to succeed.

Our School Values

Our whole school motto encompassing everything we would like to achieve is 'Enjoy, Explore and Learn'.

We aim for children to know the 'Harnham Infant School Way' by being committed to their learning and growing in the school values of kindness, independence, respect, creativity, resilience and being active. These values support children to establish and grow roots amongst friends, family, the local community and learn about the wider world too.



Our School Ethos

At Harnham:

- We encourage a high standard of behaviour and expect everyone to show respect for themselves, others and the school environment.
- We instil independence, a positive attitude and confidence to enable children to be active members of a constantly changing society.
- We value the partnership between home, school and the wider community.
- We provide a learning environment that is stimulating and reflects the children's achievements.
- We encourage an enthusiasm for learning through a creative, exciting curriculum, and challenge all to achieve high standards.

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](#).

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying 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 receive training on the Equality Act as part of their induction, and all staff receive refresher training.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 (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 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
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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. 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. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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 (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as 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 with the completed risk assessment.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap and report on this to the staffing committee of the governing board.

Why we have chosen this objective: Predominantly our staff are Female White British, and this does not reflect the children at our school.

To achieve this objective we plan to:

- Complete an analysis of recruitment data
- Research and furthermore develop strategies to ensure that jobs are advertised to a wider audience.
- Link to objective 4

Progress we are making towards this objective:

Objective 2

Have in place a reasonable adjustment agreement for all staff with disabilities to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: Ensure that all staff needs (including wellbeing) are being catered for.

To achieve this objective we plan to:

- Completing some HR training
- Support colleagues to understand the definition of having a disability
- Create a culture where staff can feel comfortable about identifying any needs/requirements that they may have
- Support staff and provide any adjustments that are needed.

Progress we are making towards this objective:

Objective 3

To ensure that all children's attendance is at a good level. Evidence shows that good attendance equates to better outcomes.

Why we have chosen this objective:

- Currently the attendance of EAL, PPG, SEND children are below that of non EAL, PPG and SEND children

To achieve this objective, we plan to:

- Baseline the attendance of all 'groups'
- Create an attendance action plan to improve attendance

Progress we are making towards this objective:

Objective 4

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. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

- To support objective 1
- To support the understanding of staff of Governors
- To ensure that equality is prioritised

To achieve this objective, we plan to:

- Complete training
- Appoint an equality link Governor

Progress we are making towards this objective:

9. Monitoring arrangements

The Full Governing Body will update the equality information we publish (sections 4 to 7) annually.

This document will be reviewed by The Full Governing Body at least every 4 years.

This document will be approved by the Full Governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Recruitment policy
- Relationship & Behaviour Policy

