

# Equality information and objectives

## Lydalls Nursery School



### Governors Authorisation

Signature \_\_\_\_\_ Date \_\_\_\_\_

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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

### 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
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training

- Report back to the full governing board regarding any issues

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 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.

The Headteacher is responsible for promoting key messages to staff, governors, parents and pupils about equality and the equality act and what is expected of them and can be expected from the school in carrying out its day to day duties. Where this is discussed at a meeting, it is recorded in the minutes.

New staff receive information about the equality act and are made aware of this document as part of their induction, and all staff receive refresher briefings or training annually.

The Headteacher is responsible in ensuring that all staff are aware of their responsibility to record and report prejudice related incidents

## 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 which are connected to a particular characteristic they have (e.g. age, disability, race, sex (including issues of transgender), gender, reassignment, maternity and pregnancy, religion and belief, sexual orientation and Marriage and Civil Partnership).

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. scheduling meetings which take account of Muslim parents praying 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 activities and events)

In fulfilling this aspect of the duty, the school will:

Scrutinise attainment and progress 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

Scrutinise 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:

- Recognising and respecting diversity
- Fostering positive attitudes and relationships, and a shared sense of belonging
- Observing good equalities practice, including staff recruitment, retention and development
- Aiming to reduce and remove existing inequalities and barriers

- Consulting and involving widely
- Encouraging our community members to take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these
- Encouraging our community members to take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

## 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 is accessible to pupils with disabilities or Special Educational Needs. Specific factors or needs for individuals or groups to be included in trips or visits are recorded on the visit planning sheet.

When considering key decisions, the school may use an equality impact assessment document to support with considering equality duties and asking ourselves relevant questions.

## 8. Equality objectives

See table at end of this policy document.

## 9. Monitoring arrangements

The Headteacher and governors will update the equality information we publish, [described in sections 4-7 above], at least every year.

The equality objectives in section 8 will be reviewed by Headteacher and governors at least every 4 years.

This document will be approved by the governing body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy

## EQUALITY OBJECTIVES TEMPLATE

Date: January 2023



Following our audit of equalities in the school, the governing body has agreed the following Equality Objectives:  
 Notes: There is no prescription about the **number** of objectives. Your objectives may cover **Teaching, learning and curriculum; Equity and Excellence for All; Community Engagement and extended services.**

The last two columns will help you to check your objectives' coverage – but, again, there is no prescription.

	Equality Objective	Success Criteria How we will know we are making progress	Actions required to achieve objective	Aims of the Equality Duty (Circle the aim that applies)	Protected Characteristics (Tick the groups to which it applies)
1	<p><b>Teaching, learning and curriculum</b></p> <p>A) Introduce strategies to support children's speech language and communication for all staff new to working with two year olds, or who are new to school as part of ongoing induction</p> <p>B) Embed WellComm assessment and intervention to identify and support children with language needs.</p> <p>C) SSTEW scales embedded as a tool for monitoring quality of teaching, learning and interactions</p>	<p>Staff new to Lydalls are able to demonstrate confidence and competence in using a range of strategies to support children's communication and interaction skills.</p> <p>All staff who are key people are able to use the WellComm materials to assess children's language levels and identify where children need support.</p> <p>WellComm levels and materials embedded as a tool to identify and support children's language needs. Data from these assessments will be utilised to track trends within the nursery, identify where focus is needed and review the success of language interventions.</p> <p>SSTEW scales fully embedded as a tool for monitoring quality of teaching, learning and interactions</p>	<ul style="list-style-type: none"> <li>Planning an moderation time with HT/SENCO, Deputy SENCO or Lead Teacher</li> <li>Linked Performance Management targets for individual staff where appropriate.</li> <li>Focused observation of teaching and learning</li> <li>Full SSTEW Observations evident in SEF evaluation of school.</li> </ul>	<p>Eliminate unlawful discrimination</p> <p>Advance equality of opportunity</p> <p>Foster good relations</p>	<p>Race /</p> <p>Disability /</p> <p>Gender /</p> <p>Religion or Belief /</p> <p>Sexual Orientation /</p> <p>Age /</p>