



# Christchurch Infant School

## **Equality Information**

**October 2022**

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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

The equality link governor is Gerri Kemp. She will:

- › Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- › 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

The designated member of staff, Mrs D Darch, for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every year to raise and discuss any issues.
- › 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 are reviewed alongside the Equality Act to avoid 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. Each year the Headteacher and Deputy Headteacher undertake equality and diversity training that is then shared with staff.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. 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:

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Record and report where appropriate, 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 all pupils 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 on 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**

Examples of objectives are written in a separate document which can be found on the school's website entitled Equality Objectives and Accessibility Plan.

## **9. Monitoring arrangements**

The Headteacher and Governing Body of Christchurch Infant School will update the equality contextual information at least every year and this will be published on the school website.

This Equality Information document will be reviewed by the Headteacher at least every 4 years.

This Equality Information document will be approved by the governing body of Christchurch Infant School

## **10. Links with other policies**

This document links to the following policies:

- › Accessibility plan

### Equality demographic information:

We are required to publish information relating to any 'persons who share a relevant protected characteristic who are affected by your school's policies and practices' (see section 5.13). This means broadly reporting the demographic information for the 9 protected characteristics:

Where it may be possible to identify individuals from the information provided (when the number of pupils with a particular protected characteristic is fewer than 10 and the information is 'sensitive personal information') we have decided not to release the information/have indicated this by the use of an asterisk.

Pupil Special Educational Needs (SEN) Provision							
				Number of pupils	Percentage (%) of school population		
No Special Education Need				288	89%		
SEND register				32	10%		
Education Health Care Plan				*	*%		
Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	0	0	0	Mixed			
Indian heritage	0	0	0	Other mixed heritage	*	*	*
Other Asian heritage	*	*	*	White and Asian	*	*	*
Pakistani heritage	0	0	0	White and Black African	*	*	*
Black or Black British				White and Black Caribbean	*	*	*
Black African heritage	*	*	*	Any Other Ethnic Group	*	*	*
Caribbean heritage	0	0	0	White			264
Other heritage	*	*	*	British heritage			
Chinese	0	0	0	Irish heritage			
				Traveller of Irish heritage			

	Gypsy / Romany		0
	Any Other White background		17
Information withheld			25
Information not yet obtained			0

Gender	
Male	179
Female	145

Religion and Belief			
Buddhist	0	Sikh	0
Christian	92	No religion	223
Hindu	0	Other religion	*
Jewish	*	Unknown	*
Muslim	*		

Pregnancy and maternity	
	Number of pupils
Pupils who are pregnant	0
Pupils who have recently given birth	0

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	*	*	12	4%
Number of pupils who are at an early stage of English language acquisition	0	0	n/a	0%

Pupils from low income households				
	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	23	16	39	12%

Looked after children

pupil LAC - 0 pupil SGO & post LAC - *
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Young carers

0
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Other vulnerable groups

Child Protection Cases Child In Need cases Mental well being Diagnosed ASD Pupil Premium EHCP pupils Medical Needs Bereavement Cases English as Additional Language Ethnic Minority

## Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed? Equality Information and Objectives
2. Upon whom will this impact? Students, staff, governors, parents and visitors
3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	Uncertain
Minority ethnic groups		X	
Gender		X	
Disability		X	
Religion, faith or belief		X	
Sexual orientation		X	
Transgender		X	
Age (N/A to pre-school and school children)		X	
Rurality		X	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

The Equality Strands	No	Yes	Uncertain
Minority ethnic groups	X		
Gender	X		
Disability	X		
Religion, faith or belief	X		
Sexual orientation	X		
Transgender	X		
Age (N/A to pre-school and school children)	X		
Rurality	X		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by D.Baxter 17.10.22