

Equality Information and Objectives

1. Vision and Aims

At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10. Our vision stems from our Christian foundation and is firmly rooted in our values:

Love God, Love Others, Love Learning.

Our school aims to meet its obligations under the public sector equality duty 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, and that they are reviewed annually.

- 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 amongst 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 (see Section 10 below). Our policies are published on our website.
- Our School ELSA (Emotional Literacy Support Assistant) is part of our professional team and can provide specialist support on a range of issues, including preventing bullying. We also work with a Play Therapist and other agencies to ensure our children have all the pastoral support they need to thrive at our school and beyond.
- New staff receive training on the Equality Act as part of their induction and 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.

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
- 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, we:

- Analyse achievement data to determine strengths and areas for improvement, implement actions in response and identify improvements for specific groups. Our School Improvement plan contains details of our improvements and actions.
- Our first approach is the same for all pupils - we get to know them as an individual and a valued member of our school 'Team Crookham'. A key foundation of our teaching approach is to be as inclusive as possible. We are solution-focussed to enable all our pupils to engage in our broad and rich curriculum of 'irresistible learning'.
- We use our best endeavours to make 'reasonable adaptations' based on the individual needs of the child. For example, you might see 'visual timetables' on display in our classrooms to support children who find moving from one activity to another particularly challenging or you might see a learning support assistant using Makaton to communicate with another child.

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, including Philosophy for Children. Our RE curriculum includes the study of key religions. Recent events have included Multi-cultural week and our Fair Trade event.
- Holding assemblies dealing with relevant issues. Pupils are encouraged to contribute to such assemblies and we will also invite external speakers. A recent assembly was run by the NSPCC covering a range of issues.
- 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. Our regular visitors include the Army Chaplain and local church leaders.

- All pupils are encouraged to participate in the school's activities. We also work with parents to promote knowledge and understanding of different cultures.
- We regularly work with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach, including for example Speech and Language Therapists, Occupational Therapists and the Ethnic Minority and Traveller Achievement Service.

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 other medical needs
- Has equivalent facilities for boys and girls

The school actively considers our equality duties and asks ourselves relevant questions when the risk assessment is completed when planning school trips and activities. As an example we have developed our outdoor learning environment so that Forest School can take place within the school grounds and be accessible for pupils who found walking longer distances offsite challenging.

8. Equality objectives

The school's Equalities Objectives are aligned with School Improvement Plans which contains details of the actions to be taken and the success criteria.

These objectives are for the academic year 2023/2024.

Objective 1: To maximise progress for all pupils: closing gaps through effective assessment for learning practice.

Objective 2: To embed learning habits for all pupils including those with protected characteristics and/or Send

Objective 3: To enable all pupils to explore the Irresistible Curriculum through strong subject leadership.

9. Monitoring arrangements

This document will be reviewed and approved by the governing body annually.

The implementation of the equalities objectives in the School Improvement Plan will be monitored within the school's self-evaluation and other review processes.

10. Links with other policies

This document links to the following school policies:

- Accessibility Plan
- Risk Assessments
- Collective Worship Policy
- SEN Policy
- Statement of British Values
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Behaviour and Anti-bullying Policy
- Relationships Education Policy
- Recruitment Policy
- Pay Policy