

1. Aims

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
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

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

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 Mr Julian Bose. They will:

- Discuss with the designated member of staff and other staff members (where possible) the issues and how they are being addressed at least everytime this policy is updated
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training as necessary
- Report back to the full governing board regarding any issues

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

The designated member of staff (currently the Headteacher) for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils (if relevant)
 - Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 which is on going and responsive to the school cohort/staff needs.

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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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. pupils with disabilities are scaffolded and supported to take part in all activities available to all children – we may use a buggy for example to allow children to access the sand garden)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to adhere to their principles when on our farm visits)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. responding to the cultural needs and influences of children to support them to engage such as providing culturally accurate music/family music for children to dance to)

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 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 (e.g. improvements in resources such as books and artifacts to support different faiths)
- Publish further data as required 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 all areas of the EYFS and particularly PSED. Pupils will be introduced to a variety of cultures and practices.
- Holding conversations that deal with relevant issues.
- Working with our local community. This includes inviting families and community figures to share experiences and knowledge.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example we have developed a wide bank of stories and books which explore different cultures and promote tolerance and differences.

➤ We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. E.g Kowetha.

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. Here are some examples (not exhaustive):

- Home visits are offered to all families and allows families to share information with us in a confidential and comfortable environment and allows us to plan for the needs of children e.g. pupils with English as an additional language (EAL) (race), specific aspects related to religion or belief such as diet or pupils with additional needs (disability).
- A uniform is available (optional) and is non gender specific
- We have a priority one waiting list meaning that pupils with EHCP special educational needs or disability (SEND) or are refugees are considered for a priority admission over peers.
- We make our SEND resources available to the wider community e.g a child with a disability has used our sensory room; persona dolls are available to borrow.
- Our building is DDA compliant and pupils with a disability can access all parts of the school
- New extension (2017/18) was considered in line with the Equality act.
- We have undertaken training and accreditation with ICAN (children’s communication charity) as we recognise that this helps us to meet the needs of both children with English as an additional language (race) and children with language needs (disability). We have also trained staff with ‘Jabadao’ to support all children and particularly children with additional or special needs.
- We have a wide range of multicultural materials and resources enabling us to promote the fostering of good relations and tolerance.
- Multicultural resources are used to help pupils feel included and that their heritage is valued e.g using music which is reflective of pupils’ heritage as music to listen and dance to.
- Festivals are celebrated to broaden knowledge and promote tolerance e.g Chinese new year.
- We publish our data to show how pupils with different characteristics are performing
- We consider the equality duty prior to making decisions. For example, we considered the implications of a farm visit for a child who was muslim and took appropriate steps to ensure they were included without compromising beliefs.
- We offer additional time to support families with needs e.g EAL/social care and help them with administration such as our application form or application for primary school.
- We signpost families to the early help hub (EHH) or family information service (FIS) as needed to help them and information about ways to get help are published on our newsletter.
- Our newsletter is offered in a range of formats by request.
- We have agreed equality objectives to suit the needs of the school and its community. These objectives will be reviewed and updated every 4 years. This equality duty statement will be updated every 4 years unless there is a change in the law or policy.

8. Equality objectives

Intent	Implementation	Impact
1. Update training for staff to ensure up to date awareness and good practice	On going training annually to raise awareness and reflection on practice. Update policies as needed as a result	Staff have a good knowledge about how to promote tolerance and awareness of diversity and this is evident in observations and children’s behaviours.
2. Ensure the learning environment is one which reflects diversity	Review the learning environment and resources. Purchase additional resources as necessary. Ensure pupils are given the	Environment reflects diversity; pupils interact with their environment effectively; tolerance is evident in behaviours

and actively promotes inclusion	opportunity to be actively aware of diversity.	
3. Ensure our curriculum is designed with diversity in mind ensuring all children can access the curriculum effectively	Review curriculum documents to ensure they can be accessed by all. Ensure promotion of values/diversity/british or human values.	The curriculum is rich and diverse and can be accessed by all children (some will require scaffolding). Children demonstrate tolerance and knowledge as a result.

9. Published information

In order to meet the general and specific duties of the act we will publish additional information on our website annually. This includes:

- Copies of policies
- Attainment data demonstrating how well pupils with different characteristics are performing
- Curriculum information demonstrating promotion of tolerance, friendships and diversity.

10. Complaints

All complaints should be made to the Headteacher of the school in the first instance via:

secretary@truronurseryschool.org.uk

01872274693