

Equality Information and Objectives



**NIGHTINGALE
SCHOOL**

Approved by:

**Abigail Hopper
Headteacher**

Signed:

A handwritten signature in black ink, appearing to read 'A Hopper', is written over a grey rectangular background.

Reviewed by:

Equality Link Governor

Last reviewed on:

23rd September 2019

Next review due by:

23rd September 2023

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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

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 and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Romaine Sweeney. They will:

- Meet with the designated member of staff for equality every term 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 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.

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 (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 clubs)

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. 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 Religious Education and Relationships 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. The school library also reflects themes of diversity and inclusion through the books that have been chosen.
- 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 with regard to race, gender and disability report on this to the Finance sub-committee of the governing board during every discussion regarding current staffing.*

Why we have chosen this objective: It is important that the staff at Nightingale represent a diverse community who are working together with equality to achieve the aims of the school. This provides a model for our children to replicate and feel part of. It is also important for every child in the school to see role models from their community amongst the staff working at the school.

To achieve this objective we plan to: Report to the Governing Board during every discussion of staffing and recruitment (termly) the current data and trends with regard to race, gender and disability. In this way the Governing Board can challenge the school with appropriate recruitment targets. Job adverts (including the promotional video for teachers) will reflect and celebrate the diversity amongst our staff.

Progress we are making towards this objective: Update December 2022. To date, since this objective was introduced, 14 new staff appointments have been made. Of these, 6 were from Black and Global Majority (BAGM) backgrounds, including one BAGM staff member to the middle leadership team. 3 were male. 1 staff member identified as transgender and had their needs met to ensure that they felt included and valued at our school. The school is not working to institute a 'blind recruitment' policy for initial shortlisting where candidate names and ethnicities are not shared with the panel ahead of shortlisting.

Objective 2: *Work with stakeholders from across our whole community to design the curriculum for Relationships Education to be implemented from September 2020.*

Why we have chosen this objective: Relationships Education is a key driver for the teaching of equality. Nightingale School sees the design of the curriculum for Relationships Education as an opportunity to include our community in discussions that promote tolerance, equality and respect.

To achieve this objective we plan to: Use the café as a neutral and positive space to discuss as a community the teaching of the many aspects of Relationships Education. The accessibility of these discussions will be promoted through dual language advertising in our newsletters and the use of translators and community champions wherever possible.

Progress we are making towards this objective: Update December 2022. Relationships Education curriculum is in place and being followed (Jigsaw). This has been accepted by the school community after consultation with parents and the provision of clear information about exactly what would be taught.

Objective 3: *Increase the representation of Governors from local black and global majority communities over a 4-year period (from this September to September in 4 years' time), so that this group increases year on year.*

Why we have chosen this objective: The Governing Board of Nightingale Primary does not yet represent the diversity of the school, or local community.

To achieve this objective we plan to: Advertise new Governor vacancies locally, for example through a banner on the school fence. When advertising Governor vacancies, an equalities statement will be provided that makes it clear that the school values diversity within the board. All stakeholders at the school (parents, staff, governors) will be encouraged to utilise their networks and communities to increase the diversity of the board.

Progress we are making towards this objective: Update December 2022. The Governing board now has 3 members from Black and Global Majority backgrounds including two parents and a staff governor. The board now intends to fill the current Local Authority Governor role with a youth representative as has been implemented locally with success.

Objective 4

Work with local secondary schools to offer work experience placements specifically designed for teenagers with special needs and disabilities (SEND).

Why we have chosen this objective: People with disabilities are under-represented in the UK workforce due to a range of factors. A well-designed work experience placement can give children with SEND confidence to apply for jobs in the future and meaningfully enhance their CV.

To achieve this objective we plan to: Use secondary school contacts within the Hackney Teaching Schools Alliance (HTSA) to recruit work experience candidates and collaborate with their teams to create an appropriate work experience that is tailored to the individual's needs.

Progress we are making towards this objective: Update December 2022 – This objective has suffered disruption due to Covid, but with schools beginning to seek work experiences, we will now begin to offer these placements once more.

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

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

This document will be approved by the Headteacher, as delegated by the Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments