



Caring, Achieving, Making a Difference Together

Templemoor Infant and Nursery School Equality Information and Objectives

Policy Adopted	25 th February 2016
Committee	Teaching and Learning Committee
Last Reviewed	15 th March 2023
Next Review Date	The Headteacher will update the equality information we publish at least every year. This document will be reviewed by the school's Governing Body every four years. Next review March 2027.



Templemoor Infant and Nursery School Equality Information and Objectives

Equality Duties

At Templemoor Infant and Nursery School we welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

We understand the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages.

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of '**protected characteristics**'. Everyone in Britain is protected by the Act. The 'protected characteristics' under the Act are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Age

Legal Framework

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](#).
- As a Rights Respecting Silver School we recognise that The Equality Act reflects international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with disabilities, and the Human Rights Act 1998.

Roles and Responsibilities

The Governing Body will:

- Make sure that the school complies with the relevant equality legislation;
- 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 Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Promote a culture of zero tolerance to harassment and discrimination;
- Take appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability;
- Deal with reports of hate-incidents;
- Monitor the success in achieving the equality objectives and report back to governors;
- Ensure that the equality statement and objectives are accessible by publishing this document on the school website.

All staff will:

- Have regard to this document and work to achieve the objectives as set out in this document;
- Deal with discrimination against anyone for reasons of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment;
- Recognise and tackle bias and stereotyping;
- Promote equal opportunities for all.

What we do to eliminate unlawful discrimination

- The school is aware of its obligations under the Equality Act 2010 that it is unlawful to discriminate or treat some people less fairly;
- We aim to keep an accurate record of the protected characteristics of our pupils and employees;

- We have an anti-bullying policy with a focus on celebrating mutual respect, good relations, an absence of prejudice-related bullying including discriminatory and offensive language;
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice, bullying related to disability or special educational need, ethnicity, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation;
- We have a detailed Special Educational Needs and Disabilities policy and SEND Local Offer that outlines the provision the school makes for pupils with SEND;
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our recruitment and employment practices;
- We will promote attitudes and values that celebrates and respects diversity and challenge discriminatory behaviour and language wherever it occurs;
- We monitor the curriculum to ensure that learning opportunities across the curriculum are in place to promote respect for diversity and challenge negative stereotyping;
- We track pupil's progress to ensure that they are achieving in line with their capabilities.

What we do to advance equality of opportunity

- We support SEND learners by meeting their individual needs and by ensuring that they have access to the full National Curriculum;
- We make adjustments where possible to ensure SEND pupils are not put at a disadvantage compared to other pupils;
- We collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- We use all available information to set suitable learning challenges for all, responding to pupils' diverse needs and overcoming any potential barriers to learning;
- We identify the particular needs of individuals and groups within the school and use targeted interventions to narrow gaps in achievement;
- We ensure employment policy and procedures are checked regularly to check conformity with legislation;
- All staff posts are advertised formally and open are to the widest pool of applicants;
- We provide professional development opportunities for all staff.

What we do to foster good relations and community cohesion

- We use the information we gather to identify underachieving groups or individuals and plan targeted intervention;
- We ensure participation of parents and pupils in the School Development Plan, e.g. through parent and pupil surveys, the School Council, Rights Respecting Team and Infant Leadership Team;
- We listen to parents and carers through parent surveys, parent consultation groups and by being open and available for parents to talk to at the beginning and end of the school day;
- We listen to pupils in pupil voice;
- We listen to staff during their appraisal meetings;

- We promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum and through our Rights Respecting work. 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;
- We hold assemblies dealing with relevant issues. We also invite external speakers to contribute;
- We work with our local community. This includes organising school trips and activities based around the local community;
- We create opportunities for links within the local community e.g. use of the school premises for lettings, after school clubs and extra-curricular activities.

Equality considerations in decision making

The school ensures it has due regard to equality considerations whenever significant decisions are made. In everything we do, we will consider how we can ensure that we do not consciously or unconsciously discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can. Equality must be modelled in everything we are doing as educators, policy maker and employer.

Equality Objectives 2023-2027

At Templemoor Infant and Nursery School, we are committed to ensuring equality for all children, staff, parents and carers. In order to further support children, families and staff, we have set the following objectives:

EQUALITY OBJECTIVE 1
To continue to actively close the gap in attainment and achievement between disadvantaged pupils and their non-disadvantaged peers, particularly pupils eligible for the Pupil Premium Grant and pupils with special educational needs and disabilities.
To achieve this objective we plan to:
Continue to track disadvantaged groups throughout school. Continue to hold Pupil Progress reviews in order to monitor the progress of all disadvantaged groups and plan appropriate interventions.
Progress we are making towards achieving this objective:
We track pupil attainment and progress and report this to the schools QA and Governors. Pupil Progress meetings take place involving senior leaders, class teachers and the SENCO. Interventions are carefully planned for and implemented.

EQUALITY OBJECTIVE 2
To increase diversity within all aspects of the curriculum by providing regular experiences and opportunities that raise awareness and understanding of diversity within the national and global community, promoting role models, challenging stereotypes, and developing pride in being our unique selves.
To achieve this objective we plan to:

Ensure that the curriculum continues to provide diverse opportunities and that differences are celebrated.

Progress we are making towards achieving this objective:

The school has achieved the silver Rights Respecting Award with a main aim of raising the awareness of equality and diversity on a national and global level. The curriculum is constantly being reviewed and adapted, with a number of initiatives and experiences implemented (e.g. relaunch of our core values – caring, achieving and making a difference together, assemblies devoted to Black History, multi-cultural stories, Templemoor Learning powers).

EQUALITY OBJECTIVE 3

Continue to increase the representation of staff from minority ethnic groups, so that this group increases within the school workforce.

To achieve this objective we plan to:

Continue to analyse our recruitment process to ensure that they attract a range of applicants. Focus on this element when shortlisting and interviewing. We aim to have a diverse workforce and will always appoint the best person for any job.

Progress we are making towards achieving this objective:

As of March 2023, 12% of the whole workforce are from minority ethnic communities.

Templemoor Infant and Nursery School's Equality Information (correct as of 15/03/2023)

The number of pupils on roll at Templemoor Infant and Nursery School from Nursery to Year 2 is 207.

Age of pupils: 3 to 7 years old.

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics and makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

The School will regularly review how well we achieve these aims with regards to the protected groups under the Equality Act (race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation and religion and belief).

CHARACTERISTIC	TOTAL NUMBER OF PUPILS
Race/Ethnicity	
White British	153
Any other white background	11
Any other mixed background	8
White and Asian	7
Indian	6
Chinese	5
Any other ethnic group	5
White and Black Caribbean	4
Any other Asian background	2
Pakistani	2
Black African	2
Black Caribbean	1
White and Black African	1

CHARACTERISTIC	TOTAL NUMBER OF PUPILS
Gender	
MALE	111
FEMALE	96

Information on other groups of pupils

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

- Pupils with English as an Additional Language (EAL)
- Pupils with Special Educational Needs (SEN)
- Pupils eligible for Free School Meals (FSM)
- Looked after children
- Young Carers
- Religion and Belief

CHARACTERISTIC	TOTAL NUMBER OF PUPILS
EAL	
Nursery	2
Reception	4
Year 1	8
Year 2	7

CHARACTERISTIC	TOTAL NUMBER OF PUPILS
SEND	15

CHARACTERISTIC	TOTAL NUMBER OF PUPILS
Pupil Premium	11

CHARACTERISTIC	TOTAL NUMBER OF PUPILS
Looked After Children	0

CHARACTERISTIC	TOTAL NUMBER OF PUPILS
Young Carers	0

CHARACTERISTIC	TOTAL NUMBER OF PUPILS
Religion and Belief	
No Religion	127
Christian	59
Muslim	12
Hindu	5
Refused to say	4

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum, we aim to ensure that any gap in attainment for pupils within any of the above groups is removed, or at least remains less than the gap nationally.

The information provided here aims to demonstrate that we give careful consideration to equality issues in every aspect of school life at Templemoor Infant and Nursery School. We actively work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited under the Equality Act 2010.

Protected Characteristics	Aims of the General Duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<p>Racist incidents (which are rare) are treated very seriously and are recorded and reported termly to the governing body.</p> <p>All pupils achieve and make good progress, irrespective of race.</p> <p>Staff recruitment procedures ensure equality of opportunity.</p>	<p>The school extends opportunities for children to experience other cultures through the curriculum, assemblies and through extended opportunities and visitors to the school. These experiences are promoted through the school website and newsletter.</p> <p>The school makes the most of international events to celebrate diversity and promote understanding of different cultures.</p>	Children share experiences of other cultures and are interested in each other's lives.
Disability	<p>Planning for learning and support ensures that all disabled pupils play a full part in all aspects of school life, including sports days and extra-curricular activities. There is disabled access to the school, including a disabled toilet.</p> <p>Staff recruitment procedures help ensure equality of opportunity.</p>	<p>All pupils are seen to participate fully in school productions, events and sports days.</p> <p>Children learn to support others and celebrate their involvement within a caring environment and through a carefully planned curriculum.</p>	<p>Expectations of pupils with disability are high and include appropriate challenge as for all pupils. Positive relationships are made between all pupils who see each other as equals.</p> <p>Children create opportunities for disabled pupils to be included; opportunities are created where disabled pupils help others and are supported to take a lead in games and activities. The school works closely with outside agencies including Trafford SENAS.</p> <p>Carefully planned transition programmes are in place for pupils moving to Moorlands Junior School at the end of Year 2.</p>
Gender	<p>Most pupils achieve and make good progress, irrespective of gender.</p> <p>Staff recruitment procedures help ensure equality of opportunity.</p>	<p>The school makes every effort to challenge traditional stereotypes relating to gender and equality.</p> <p>Monitoring of pupil data ensures appropriate interventions irrespective of gender.</p>	The school curriculum and assemblies extend children's knowledge and understanding of people's involvement of the world and challenges traditional stereotypes about gender.

		Children learn about equality within a caring environment and through a carefully planned curriculum (e.g. Amazing Activists in History).	
Gender Reassignment	Staff recruitment procedures help ensure equality of opportunity.	The school has a strong ethos of equality and tolerance.	The school promotes inclusion for all members of the community.
Pregnancy and Maternity	<p>The school ensures entitlements to Paternity and Maternity Leave are met.</p> <p>Line management support is in place.</p> <p>The school supports staff wishing to attend medical appointments during pregnancy.</p> <p>The school supports flexible working as far as possible for teachers returning from maternity leave and for those with children.</p>	Staff support needs during pregnancy are reviewed regularly with the line manager.	A strong team ethos helps foster a supportive environment for all staff.
Age	<p>There is a wide age profile of staff and volunteers at the school.</p> <p>Staff recruitment help ensure equality of opportunity.</p>	<p>As a school we celebrate the opportunities that are presented through a community with a wide age profile.</p> <p>Children are encouraged to think of the needs of others.</p>	<p>Members of the community are invited into school to talk about their experiences of life when they were a child.</p> <p>The school is a member of the Trafford Intergen Scheme.</p>
Religion and Beliefs	<p>The school promotes the understanding and tolerance of all religions and does not discriminate on the basis of religious belief.</p> <p>Through assemblies and RE, pupils develop the knowledge and understanding of the main celebrations of other religions (e.g. Diwali, Hanukka, Eid).</p> <p>Staff recruitment helps to ensure equality of opportunity irrespective of religious belief.</p>	<p>Children talk about different religious festivals and beliefs at assemblies and in class during the school year.</p> <p>The school follows the Trafford RE Syllabus.</p>	<p>The school continues to extend links beyond the local community via Rights Respecting work.</p> <p>The school promotes an understanding of shared values between different cultures and religious beliefs.</p>
Sexual Orientation	<p>Homophobic language or bullying is not tolerated.</p> <p>The school demonstrates a commitment to equality of opportunity and treatment to all members of the community regardless of sexual orientation (e.g.</p>	<p>The school has a strong ethos of equality and tolerance.</p> <p>PHSE sessions are carefully planned to include family differences.</p>	Children share experiences of family differences and are interested in each other's lives.

	<p>parental involvement in school life).</p> <p>Staff recruitment procedures help ensure equality of opportunity.</p>		
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