



Tannery Drift First School

Enjoyment – Achievement – Respect

Equality Information and Objectives Statement

Last Review Date:
February 2024

Next Review Date:
February 2027



Artsmark
Gold Award
Awarded by Arts
Council England

www.tannerydrift.herts.sch.uk

Equality Information and Objectives Statement

1. Inclusion

Tannery Drift First School demonstrates a strong culture of inclusion through the vision, values and ethos of the school. Staff and governors are committed to promoting equality of opportunity across the school community and take seriously the requirements of the Public Sector Equality Duty as defined by legislation in 2010.

Tannery Drift First School carefully considers all policies with respect to the impact on equality and the possible implications for pupils and staff with protected characteristics. As part of this process, consideration has been given to any potential impact on those with protected characteristics:

Protected Characteristics	
Age	Pregnancy / Maternity
Sex	Marriage / Civil Partnership
Disability	Gender Reassignment
Ethnicity, Race and Culture	Religion or Belief
Sexual Orientation	

2. Aims

Tannery Drift First 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.

3. 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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the public sector equality duty.

4. Roles and Responsibilities

The Governing Board will:

- Meet with the headteacher or other relevant staff members to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.

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.
- Attend appropriate equality and diversity training.
- Report back to the Governing Board regarding any issues.
- Identify staff training needs and deliver training as necessary.
- Ensure that the school budget supports this policy.

All school staff are expected to have regard to this document and to work to achieve our objectives.

5. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, policies include reference to the importance of avoiding discrimination and other prohibited conduct.

6. Equality Objectives

As set out in the DfE guidance on the Equality Act, each school will set its own appropriate objectives 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, the school will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement and implement actions in response and publish this information.
- Gather further data about any issues associated with protected characteristics, identifying any issues which could affect its pupils.

7. Fostering Good Relations

Tannery Drift First 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 the curriculum.
- 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.
- Making sure schools work with their local community. This includes each school 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 each school. All pupils are encouraged to participate in their schools' activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how they implement their approach.

8. Equality Considerations in Decision Making

Tannery Drift First School ensures it has due regard to equality considerations whenever significant decisions are made and will always consider the impact of significant decisions on groups.

9. Monitoring Arrangements

The Headteacher will ensure that the equality information published on the website is updated at least every year. This document will be reviewed and approved by the Governing Board at least every 3 years.



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Tannery Drift - Royston - Hertfordshire - SG8 5DE

01763 246549 admin@tannerydrift.herts.sch.uk
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