

		<h2>Equality Policy</h2>	
This policy was presented to the FGB:			Coordinator: Mrs E Ashcroft
Approved by	Full Governing Body/FPP Committee/CSPW Committee/Head Teacher		Review Date: November 2028

Please read in conjunction with:

- *School Accessibility Plan*
- *Inclusion Policy*
- *Medical Needs Policy*
- *Behaviour Policy*
- *Anti-Bullying Policy*
- *Pay Policy*
- *Admissions Policy*

Introduction

This Equality Policy includes all the protected characteristics covered under the Equality Act 2010 and 2014 as well as other aspects that have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, visitors and partner agencies. It explains how we aim to listen to and involve pupils, staff, parents/carers and our community in achieving better outcomes for our children and young people.

Definition

Equal opportunities means ensuring that everybody has the right environment in which to achieve their full potential as individuals. This is only possible if there is collective responsibility to challenge all possible discrimination on the basis of race, gender, gender reassignment, socio-economic background, family groups, disability, religion, sexual orientation, age or any other characteristics that may lead to discrimination against any child seeking admission to the school, existing pupils, job applicants and existing members of staff.

Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#) that introduced the public sector equality duty and [The Equality Act 2010 and Schools](#) 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](#)

Roles and Responsibilities

The Governing Body 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 three 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
- Monitor success in achieving the objectives and report back to governors

Our Pupils will:

- be involved in the development of the policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy
- be encouraged to actively support the policy through our curriculum and shared school vision and values

Our Parents / Carers will:

- be given accessible opportunities to become involved in the development of our policy
- have access to our policy through a range of different media appropriate to their requirements
- be encouraged to actively support our policy
- be encouraged to attend any relevant meetings and activities related to our policy
- be informed of any incident related to this policy which could directly affect their child

Our Whole School Staff will:

- be involved in the development of our policy
- be fully aware of our policy and how it relates to them
- understand that this is a whole school issue and be fully compliant with our policy
- make known any queries or training requirements

Relevant Voluntary or Community Groups and Partner Agencies will:

- be involved in the development of our policy
- be encouraged to support our policy
- be encouraged to attend any relevant meetings and activities related to our policy

At South End Infant School:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

Their age; a disability; a Special Educational Need; their ethnicity, colour or national origin; their gender; their gender identity (they have reassigned or plan to reassign their gender); their marital or civil partnership status; their being pregnant or having recently had a baby; their religion or belief; their sexual identity and orientation.

- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably
- Our aim is for all children to achieve more

How we have due regard for equality

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

- Related policies in place are anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding/child protection, inclusion and SEND;
- Accessibility plan;
- Admission arrangements
- Exclusions are monitored and reported
- Incidents of harassment are recorded
- Staff and governors have regular safeguarding and SEND training
- Non-discriminatory employment practice is adhered to
- Teaching targets needs and there is training on differentiation and challenge
- EAL strategies are employed and resources targeted.

Race

- Policies reflect our schools aims towards eliminating inequality.
- Personal, Social and Health (PSHE) lessons are delivered to children, including anti-bullying.
- Other areas of the curriculum and reading materials available to children show that our school explores different race and culture.
- Policy and procedures are in place to effectively deal with any racial incidents.
- Parents/carers and children say they know where to get help immediately and any issue will be dealt with straight away.
- Data in relation to racial incidents shows that very few incidents occur within our school, but there are robust procedures in place to deal with this if needed.
- Our school and locality have low ethnic diversity and the ethnic mix of staff follows this pattern. We therefore actively pursue opportunities to use diverse resources

Disability

- Clear signage, disabled parking bays, and other measures make good provision for disabled visitors.
- An Accessibility Plan is in place which is reviewed regularly in order to enable access for disabled pupils, staff and visitors.
- Pupils and staff with any form of disability are treated with respect and consideration with risk assessments, reviews, medical plans and meetings taking place as and when necessary.
- Our Personal Social and Health Education curriculum and class discussion ensure children are well informed and understand the needs of others across all walks of life.
- Children tell us that they feel safe at our school.
- Parents/carers, pupils, staff and visitors with a disability are welcomed into our school.
- Teaching Assistants are assigned to support pupils whose disability impacts on their school life.

Gender

- Recruitment procedures are fair and consistent.
- School data recognises that there is a gender gap in achievement. However, our school aims for all groups to make expected or better progress.
- Access to after school clubs is good for both boys and girls.
- Boys and girls are given the opportunity to explore a range of roles through play, and through our curriculum stereotypes are challenged.

Gender Reassignment

- Currently this does not apply as we have not been made aware of anyone in this situation, but the same fair and consistent practices would be applied.

Age

- Recruitment process does not discriminate on grounds of age.

Pregnancy, Maternity & Adoption

- In respect of staff, those taking maternity leave have the opportunity to return to a flexible working pattern.
- Paid leave is granted for maternity related appointments.
- Specific risk assessments are done for staff who are pregnant.
- Health & Safety risk assessments are conducted.
- Key staff are aware of support mechanisms available to families who require additional services in relation to pregnancy and maternity and are able to signpost these.
- Paternity and Adoption leaves follow similar processes

Religion and Belief

- Our RE curriculum covers a range of religions and beliefs.
- All staff will explore and explain if questions arise about religion and belief.
- Our Personal Social and Health Education curriculum is delivered to children, including anti-bullying.
- There is the opportunity for children to opt out of collective worship.
- There are strong links with our local church.
- Data for pupils shows that children come from a mixture of religious backgrounds including Christian, Hindu, and Muslim.
- No internal data is available for staff.

Sexual Orientation

- Staff deal with inappropriate language relating to sexual orientation through age appropriate discussion.
- Our school currently holds no data on sexual orientation either for staff or pupils

Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

Equality objective 1: To continue to close the gap between all groups of vulnerable children and the rest of the cohort through regular pupil progress meetings, targeted support in class and through interventions

How we will achieve this: Regular pupil progress meetings with class teachers looking at groups of pupils as well as individuals. Where there are groups identified as making less progress target intervention to close the gap.

Equality objective 2: To increase the children's understanding of the of the diverse world they live in

How we will achieve this: Auditing the resources and curriculum offer for the children and develop experiences for them that increase their exposure to different beliefs, cultures and disabilities ensuring they develop positive attitudes and open minds.