



William Austin Infant School

Policy for Equality

Introduction

This policy outlines the commitment of the staff and governors of William Austin Infant School to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

At William Austin Infant School we have a strong ethos built around 'Values Education' where all members of the school community are valued regardless of disability, ethnicity, culture, religious belief, nationality, gender or sexual orientation. We believe in fostering good relations between all members of our community by tackling prejudice and promoting understanding between pupils, staff, parents and the wider community.

The William Austin Infant School Equality Policy is intended to eliminate all forms of discrimination, harassment and victimisation. This policy applies to staff, pupils and people using the services of the school such as parents and our community.

William Austin Infant School is committed to equality of opportunity and aims to be a school where everyone:

- Is respected and respects others
- Takes an active part in all elements of school life
- Achieves their potential
- Develops skills essential to life
- Exercises choice

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard of 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.

Protected characteristics

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race

- religion or belief
- sex
- sexual orientation

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 body will:

- Ensure that the school complies with all aspects of the Equality Act 2010
- 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 to the headteacher
- Ensure they are familiar with all relevant legislation and the contents of this document

The headteacher and senior leaders will:

- Ensure that the school complies with all aspects of the Equality Act 2010
- Promote knowledge and understanding of the equality objectives among staff, pupils and parents
- Monitor success in achieving the objectives and report back to governors
- Ensure the policy and objectives are embedded into the culture of the school
- Ensure all incidents of racism, bullying and other inappropriate behaviour is recorded and dealt with swiftly and in line with advice from outside agencies where appropriate
- Ensure that equality of opportunity for all is addressed within the curriculum, enrichment activities and all school documents
- Provide guidance, support and training for staff and pupils

The staff will:

- Act as positive role models promoting equality throughout the school community
- Report and deal with incidents of discrimination, reporting it to senior leaders
- Maintain the ethos of the school, promoting respect and tolerance for all
- Challenge all inappropriate behaviour, bias and stereotyping
- Attend appropriate equality and diversity training
- Have regard to this document and to work to achieve the objectives as set out in section 8.

The designated member of staff for equality is the lead teacher for Equality and Diversity and they will:

- Support the headteacher and senior leaders in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher and senior leaders in identifying any staff training needs, and deliver training as necessary

Pupils will:

- Learn about equality within curriculum lessons, including RE and British Values lessons

- Treat fellow pupils and staff with respect, following our Golden Rules
- Challenge any inappropriate behaviour they see by reporting it to staff
- Contribute to the curriculum and enrichment activities through sharing their experiences and culture

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.
- New staff receive training on the Equality Act as part of their induction, (including a short quiz) and all staff participate in and receive refresher training
- The school has a designated member of staff for monitoring equality issues, and any issues are shared with senior leaders and governors.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- 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 societies responsibilities and to represent pupil voice such as Pupil Parliament, Active Council, Road Safety Ambassadors and Online Safety Champions)

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
- Make evidence available identifying improvements for specific groups (e.g. the attainment gap between disadvantaged pupils and other pupils is diminished).

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:

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take part in such assemblies and we will also invite external speakers to contribute
- Promoting tolerance, friendship and understanding of a range of religions, world views and cultures through different aspects of our curriculum. This includes teaching in RE 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
- 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 Pupil Parliament 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 after school 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
- Using staff lived experiences to understand diversity and tolerance within our own school community

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 or activity:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

Improve provision for pupils for whom English is an additional language, particularly new arrivals at an early stage of English acquisition.

Our rationale for this objective is: due to the increase in the number of pupils joining our school who have limited/ no spoken English language. We will enhance our provision to meet the needs of pupils with EAL.

To achieve this objective, we plan to: review current provision, develop further resources, language support programs and assess pupils to plan to meet their needs.

Objective 2

Engagement with all parents and carers so they are involved in all aspects of school life to support their children's learning and are aware of the diverse curriculum opportunities provided.

Our rationale for this objective is: to increase the involvement of our parents and carers in school so they understand and know how best to support their children's learning.

To achieve this objective, we plan to: organise regular opportunities for parents to attend school and be involved in school life via curriculum workshops, information sessions, up to date website, school events and assemblies.

Objective 3

Ensure there is a diverse range of curriculum experiences and enrichment activities which help to enhance the pupils' understanding of equality through visits, visiting speakers (cultural capital).

Our rationale for this objective is: to ensure there is a wide range of opportunities within our enrichment curriculum to broaden pupil's life experiences.

To achieve this objective, we will: plan and monitor events and activities to ensure there is breadth and a balance of enrichment experiences/ opportunities for all pupils.

Objective 4

Monitor attendance at clubs to ensure that all groups of pupils are represented.

Our rationale for this objective is: to ensure that our enrichment offer is accessible to all groups of pupils across the school.

To achieve this objective, we will: monitor the range of clubs offered by staff/external coaches, monitor attendance of pupils groups attending the clubs, analysis of data and feedback to staff and governors.

Objective 5

Offer induction and training for staff and governors on Equality and Diversity.

Our rationale for this objective is: to ensure that all staff are trained and updated on a regular basis and are fully aware of their equality duties.

To achieve this objective, we plan to: ensure it is part of our induction programme, and plan in staff meeting INSETs to update all staff.

9. Monitoring arrangements

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

This document will be reviewed by the lead teacher for Equality and Diversity and the Headteacher annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Curriculum policies including below:
- SEND policy
- Relationships and Health Education policy
- PSHE policy
- Anti-Bullying policy
- Behaviour policy
- Collective Worship policy

This policy will be monitored and reviewed by the Governing Body on an annual basis.

Policy updated: December 2024

Staff responsible: Theresa MacDonald and Emma Riley

This policy was ratified by the Governing body/Local Authority on:

Signed on behalf of the Governing Body: (signature)

STAN BOELMAN, CHAIR OF GOVERNORS (printed)