



West Byfleet Infant School
We Belong, Inspire, Succeed

Equality Policy (Single Equality Scheme)



Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and have an enthusiasm for learning, as well as achieving success at all levels.

West Byfleet Infant School promotes equality of opportunity in everything that they do.

Member of staff responsible	Head Teacher
Date Policy Produced	2020
Policy agreed/last reviewed	Spring 2024
Next review date	Spring 2027
Other Related Policies	Safeguarding
Is it a Statutory Policy?	Yes
Does it need Governor approval?	No - Head Teacher

Introduction to our Single Equality Scheme and Action Plan

Schools are required to meet significant positive statutory duties in the area of equality. These duties require schools to promote equality of opportunity in everything that they do. The Public Sector Equality Duty means that schools may not take a reactive approach to equality, but a proactive approach to equality must be adopted. In practice, this requires all schools to:-

- take positive and proactive steps to identify areas of potential inequality before they have the chance to have an impact on people;
- make changes to ensure that any areas of potential inequality are eliminated.

Overall, Equality Duties are not new to schools. The Duty to Promote Race Equality came into force in 2002, The Duty to Promote Disability Equality came into force in 2006 and The Gender Equality Duty in 2007. As of 1st April 2011, The Equality Act (2010) has required schools to meet a single Public Sector Equality Duty which encompasses 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

Disability

Gender Reassignment

Race

Religion or Belief

Sex

Sexual Orientation

Pregnancy or Maternity

Age (as their role as employers)

Our Single Equality Scheme (SES) covers a 3-year period from 2024 to 2027. It integrates our statutory duties in relation to race, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, age, marriage and civil partnerships and promoting community cohesion. The duties cover: staff, governors, pupils, and people using the services of the school such as parents and community and includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme (SES) enables us to achieve a framework for which action covers all eight equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the SES and action plan. This will be reviewed by our Governing Body and will cover activities undertaken in relation to the eight equality strands and promoting community cohesion.

Meeting our duties

Under statutory duties all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;

- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it; this means: -
 - removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
 - taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
 - encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
 - Foster good relations between persons who share a protected characteristic and persons who do not share it; this means: -
 - tackling prejudice.
 - promoting understanding.

Race Equality

The **general duty** to promote race equality means that we must have due regard to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.
- Dealing with racist incidents
- We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

Disability Equality

The **general duty** to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access
- Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Gender Equality

The **general duty** to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment and
- Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgender people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the school community.

Age, sexual orientation, religion, belief, pregnancy and maternity

We must ensure that we do not discriminate on these grounds. The scheme includes our priorities and actions to eliminate discrimination to eliminate discrimination and harassment for these equality areas.

Community Cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious socio-economic groups. We have incorporated our priorities into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance to meet our objectives.

Our School Ethos and Values

Our ethos and values can be viewed on the school website. In addition, to meeting the duties described above, all our actions are further underpinned by our ethos and values.

Our School Setting

West Byfleet Infant School is a three form entry setting with 267 pupils currently on roll.

Collecting and analysing equality information for pupils at West Byfleet Infant School

West Byfleet Infant School is an inclusive setting. We use our ethos and values, the curriculum and teaching and learning to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her/his potential, flourish and thrive.

We collect and analyse the following equality information for our pupils:

Attainment levels

Progress levels

Progress from any emotional support

Attendance levels

Racist incidences

Bullying incidences

Exclusions

Inclusion in the following groups: English as an Additional Language, Free School

Meals, Looked after Children, Previously Looked After Children, Young Carers, Service Children, Special Educational Needs and Disabilities, Children on either a Child in Need or Child Protection Plan and any other children deemed as 'vulnerable' (e.g. children who have experienced the death of a parent or whose family may be receiving Early Help or family support).

Collecting and analysing equality information for employment and governance at West Byfleet Infant School.

West Byfleet Infant School is committed to providing a working environment free from discrimination, victimisation and harassment. West Byfleet Infant School recruits an appropriately qualified workforce and governing body that is able to provide a service that respects and responds to the diverse needs of the local population.

All staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. Applicants however can choose to indicate they do not wish to give this information. All information relating to staff is kept on the school's central database – SIMS. We collect and analyse the following profile information for our staff and governors.

Staff

Applications for employment via local authority recruitment forms

Staff profile

Attendance on staff training events and/or any CPD courses

Safeguarding training

DBS clearances and related information.

Disciplinary and grievance cases – if any

Staff appraisals/performance management

Governors

Names

Governor business interests

Governor skills

Governor roles, committee membership and responsibilities

Governor attendance at meetings

Governor training records

We are mindful of the laws relating to confidentiality when devising this Plan. Although there is a statutory duty to share information about the school's Single Equality Scheme (SES), we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

Following the Freedom of Information Act 2000 and the General Data Protection Regulations 2018, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a working party as required. We have identified the following:

Consultation and Involving People

We involve staff, governors, and our wider school community in creating the Single Equality Scheme (SES) and action plan.

Examples include:

Discussion at staff meetings

Discussion with parents

Discussions with the Governing Body

Discussion with local schools

During discussions, the following good practice was identified:

- Staff well trained on the needs some children have including intimate care training, emotional support training and speech and language training.
- Developments and adaptations made to the school to support children with specific disabilities.
- Friendly and approachable staff and governors who act as role models to the school community.
- Staff have all taken part in Safeguarding and Child Protection training.
- Staff have all taken part in Prevent Duty, On-Line Safety and Safeguarding training
- Staff have taken part in First Aid training.
- Procedures in place to meet medical needs children may have in conjunction with School Nursing team and in line with the school's Supporting Pupils at School with Medical Needs Policy.
- Good record of pastoral care.
- Admission form criteria includes information on disability
- The school website includes information on Special Needs and Disabilities and inclusive practice.
- Inclusion Leader updates staff about key development with Special Educational Needs and Disabilities.
- Safeguarding and Child Protection Policy in place.
- Behaviour Policy in place
- Educational Health Care Plans in place for pupils with specific needs
- Disabled toilet/adapted toilet
- Ramps inside and outside of the school building to facilitate access

Discussions also identified the following:

- Ensure easy access to the Equality Scheme when complete – for all our staff community. Sharing the findings equally and easily
- Ensure all in the school community understand the definition of 'Disability' as stated by the 2005 Disability Act.
- Continue to ensure children are taught about differences and tolerance as part of the PSHE curriculum and through age appropriate teaching of aspects of the Prevent Duty.
- Continue to create an atmosphere of mutual trust and respect where persons involved with the school feel confident about disclosing any special needs or disabilities and there is an atmosphere of openness about sexuality, transgender, race and religion.
- Invite representatives of various charities and organisations relating to race, disability and gender to school and deliver through assemblies to raise awareness

- Continue to improve areas of the school to ensure they are fully accessible to all in our community including those with physical disabilities, hearing and visual disabilities

Disability Equality

Access for disabled children and adults has been made easier both into the school and to toileting facilities. All pupils and staff are fully involved in the life of the school and have full access to all we offer. If the school is alerted that mobility could become a greater issue for staff member or a pupil, action will be taken. We have ensured that the main entrance to the school, internal access to the Foundation Stage classrooms and to the main and Early Years playground are conducive to independent access for a wheelchair user.

In addition we believe that West Byfleet Infant School can celebrate the following good practice:

- Community Cohesion

In addition to the detailed description given above, we also undertake the following:

- Teaching, learning and curriculum – Our curriculum is fully accessible to all children. Parents are regularly informed of the learning that takes place through communications via Teachers2Parents Mail and through newsletters.

Engagement and extended services.

All children at West Byfleet have access to a range of extended services. West Byfleet Infant School offers a wide range of clubs after school and access to school earlier in the morning through the Early Bird Club and after school at Wingbats.

There is representation on our School Council and Eco Team from children in Key Stage 1. The School Council meets regularly and is supported by staff members. They disseminate discussions and decisions via class meetings and assemblies. Likewise the School Eco Team meet weekly (supported by staff members) and are constantly looking at ways to help the school “go green” via school and community projects.

As children progress through the school and particularly in Year 2, the children begin to gain responsibilities. These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community, and in preparation for the next steps in their learning journey.

Religion and Belief

We follow the SACRE Surrey syllabus for Religious Education. Pupils are taught about Christianity and the major world faiths – Judaism, Islam and Hinduism in detail. All children attend assemblies and services and participate in them. We respect parents right to withdraw their children from RE and Collective Worship.

Equality impact assessments

Equality impact assessment is a systematic method of checking all school policies and practices to ensure they are genuinely accessible and meet the needs of all our

staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

West Byfleet Infant School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic backgrounds or a differing gender. The school has in place a range of associated policies that have been agreed by governors and staff as appropriate. All school policies are regularly reviewed.

Other School Policies

We have used our existing school policies and documents to inform our Single Equality Scheme (SES). These include:

School Development Plan
Teaching and Learning
SMSC and PSE Policy
Accessibility Action Plan
Anti-bullying
Behaviour
Whistle-blowing
Safeguarding and Child Protection
Supporting pupils with medical needs

Roles and Responsibilities

The governing body will ensure that the school complies with all statutory requirements.

The Headteacher is responsible for the implementation of this Scheme and will ensure that staff are aware of their responsibilities, that necessary training and support is provided and that progress is reported to the governing body.

Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.

Pupils have a responsibility to try their best to understand and keep the school's Golden Rule. Pupils are expected to be able to reflect on behaviour using Behaviour Questions.

We will take steps to ensure all visitors to the school, including parents and carers are adhering to our commitment to equality.

Commissioning and Procurement

West Byfleet Infant School is required by law to ensure that when we buy in services from another organisation, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

Publishing our scheme

The school's Single Equality Scheme (SES) will be made accessible via:
School website
Staff induction

Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme (SES) which include:

- The results of any information gathering activities for race, disability and gender and how we used this information towards improvement
- The outcomes of involvement activities from minority groups within our community
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

The Single Equality Scheme (SES) and Action Plan will be reviewed every three years.

Ongoing involvement

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action Plan. This includes:

Parental involvement as appropriate

Review by governor

Regular slot at staff meetings and year group meetings

Communication via our School App and Twitter