



West Byfleet Infant School
We Belong, Inspire, Succeed

Equality Information and Objectives Policy



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.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

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 an enthusiasm for learning, as well as achieving success at all levels.

Member of staff responsible	Head Teacher
Date Policy Produced	Autumn 2022
Policy agreed/last reviewed	Autumn 2024
Next review date	Spring 2026
Other Related Policies	
Is it a Statutory Policy?	Yes
Does it need Governor approval?	No

Aims

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

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- 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

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.

This document also complies with our funding agreement and articles of association.

Roles and responsibilities

The governing board 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
- 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 on a daily basis to the headteacher

The whole governing board are responsible. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils

- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff (headteacher) for monitoring equality issues.

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)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. 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

- 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
- 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 school council 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 sports 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

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:

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

Equality Objectives

Promoting Equality:

Curriculum

To continue to close attainment gaps for children in receipt of pupil premium and those with SEND

- Continue to use a HLTA to support in small groups with specific children as an intervention

Measurable interventions show impact and where possible are done alongside the child in the classroom.

- Use of OAP and quality first teaching to support and raise attainment for pupils.
- Ensure high expectations for all children including children's own expectations.

Class teachers to ensure that children with SEND are seen as individuals and provided for as such rather than as a group

- Continuation of consistent use of Little Wandle Phonics and reading scheme across school and ensure catch up sessions are put in place promptly.
- Pupil Premium Strategy Statement details further strategies in place for disadvantaged children and the impact.

Same day interventions to be used to address misconceptions immediately.

Personal Development

To educate pupils in relation to our school values to ensure they have foundations to be good citizens for life

- Curriculum planning reflects a commitment to equality;
 - The Curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
 - Opportunities are planned for within the Curriculum to explore concepts and issues related to identity and equality;
 - The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
 - We strive to achieve a feeling of openness and acceptance which welcomes everyone to the school;
 - The children are encouraged to greet visitors to the school with friendliness and respect;
 - Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
 - Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
 - Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council and Eco Team and there are regular opportunities to engage with pupils about their learning and the life of the school;
 - Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.
 - In order to address prejudice, we also support Anti-Bullying week annually
- Behaviour rules and questions teach children to be kind and supports them in making the correct choices.

Staff Recruitment and Professional Development

- All posts are advertised formally and open to all applicants internally and externally;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is available to everyone – this can be remote or face-to-face;
- Equalities policy and practice is covered in all contracts and staff inductions;
- Employment policy and procedures are reviewed regularly to check conformity with legal frameworks

Monitoring arrangements

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

