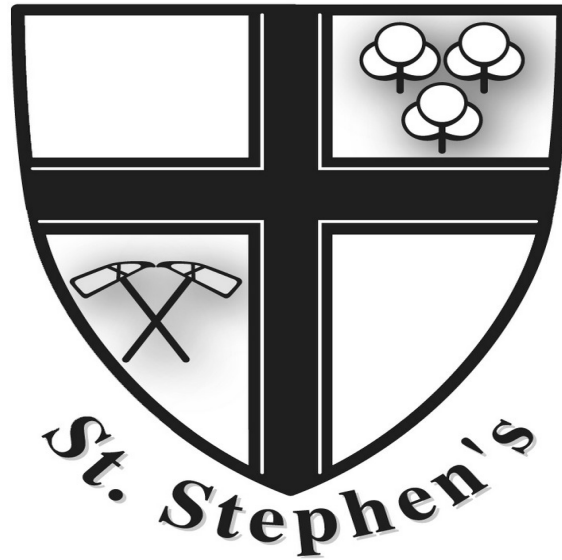




SSIS invests love and care in all we do

ST STEPHEN'S INFANT SCHOOL



Policies

Equality Information & Equality Objectives

REQUIRED REVIEW FREQUENCY		EVERY FOUR YEARS
NEXT REVIEW DATE		APRIL 2029
VERSION	APPROVED BY	DATE OF APPROVAL
3	FGB	25 June 2025
KEY CHANGES:		

Approved by.....
(Chris Bowden)

Position: Chair, FGB

1. Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as; the Equal Pay Act 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995, the Employment Equality (Religion or Belief) Regulations 2003, the Employment Equality (Sexual Orientation) Regulations 2003[5] and the Employment Equality (Age) Regulations 2006.

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils or staff on the basis of the protected characteristics of: sex, race, age, disability, religion / belief, pregnancy / maternity, gender reassignment / sexual orientation or marriage / civil partnership.

This Equality Information and Equality Objectives document is a consequence of the two specific duties which schools have to undertake in relation to the Act.

- a) to publish information which shows they have due regard for equalities, as defined by the Act
- b) to publish at least one equality objective.

The document will be updated annually and this will include an indication of progress on achieving the Equality Objectives which will be prepared and published every four years.

2. Purpose

This document has been prepared to ensure that at St Stephens Infant School (SSIS) meets its obligations under the 2010 Equality Act. It incorporates and replaces the Equal Opportunities and Racial Equality Policy documents.

3. Scope

This policy document will address the application of the Equality Act to the SSIS staff and pupils. Only the characteristics listed in section 4.1 are considered applicable to pupils.

4. Equality Information

4.1. Data about the school population and differences of outcome

SSIS maintains data on its pupils grouped by the following characteristics:

- age (year group)
- ethnicity
- sex/gender
- proficiency in English language.
- disability
- low family income / disadvantaged background
- having special educational need.

The school makes regular assessments of pupils' learning and uses this information to track pupils' progress, as they move through the school.

Pupil characteristics and progress information is stored in the OFSTED RAISE online repositories and reported in the School Profile prepared by the South Gloucestershire Local Authority.

In addition to pupil progress information, the school also collects a range of other information. This relates to:

- exclusions
- attendance
- disciplinary matters
- incidents of racism, racial harassment and bullying
- parental involvement
- community involvement
- gifted and talented children

Analysing the information collected enables the school to identify any significant differences in progress, behaviour or involvement between the groups of pupils sharing the same characteristic.

Where a difference is found to be caused by, for example, inequalities of opportunity, prejudice or discrimination, then an action plan is put in place to address the issue.

The action plan involves raising a formal Equality Objective which will be included in the SSIS Strategic Development Plan (SDP).

4.2. Documentation

There is a statement of the school's responsibilities under the Equality Act on the school web site and in various school documents.

There is a statement of the school's overarching equality principles in the Appendix to this document and Equality Objectives are documented in the SSIS SDP.

There are also documents detailing specific aspects of equality provision:

- Children with special educational needs (SEND) – SEND Policy

- Intimidation and bullying – Anti-Bullying Policy
- Disability – Disability Equality Scheme (DES)
- Accessibility provisions for pupils with impairment - Accessibility Plan

Equality information is published in routine bulletins, newsletters, and occasional letters to parents.

There are references to the school's consideration of its responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and Strategic Leadership Team (SLT) meetings.

4.3. Responsibilities

4.3.1 Governing Body

- The governing body must have watching brief for equalities matters
- The governing body must set out its commitment to equal opportunities in a policy statement, and continue to do all it can to ensure that all members of the school community are treated fairly and with equality
- The governing body must seek to ensure that pupils, whilst in the school, are not discriminated against on the grounds any of the characteristics listed in section 4.1
- The governors must take all reasonable steps to ensure that the school environment gives access to people with disabilities and make reference to arrangements for disabled pupils in a specific document
- The governors must welcome all applications to join the school, whatever background or disability a child may have
- When policies are reviewed governors must ensure that due regard is given to the promotion of equality within each policy
- The governing body must monitor the effectiveness of the equality policy by:
 - o monitoring the progress of pupils of having protected characteristics and comparing it to the progress made by other pupils in the school
 - o monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
 - o requiring the headteacher to report to governors on an annual basis on the effectiveness of the equality policy
 - o taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
 - o monitoring the school behaviour and exclusions policy, so those pupils having protected characteristics are not unfairly treated.

4.3.2 The Headteacher

- With support from the governing body, the headteacher must implement the school's equality policies
- The headteacher must appoint a member of the SLT to be given special responsibility for equalities matters

- The headteacher must ensure that all staff are aware of the school policies on equality, and that teachers apply them fairly in all situations
- The headteacher must ensure that all appointments panels give due regard to equality policies so that no-one is discriminated against when it comes to employment or training opportunities
- The headteacher must promote the principle of equality when developing the curriculum, and promote equality in all aspects of school life, for example, in the assembly, where equality is a regular theme, and in displays shown around the school
- The headteacher must treat all incidents of unfair treatment and discrimination with due seriousness
- The headteacher must supply the Local Authority with employment data related to racial groups employed by the school.

4.3.3 The Class Teacher

- The class teacher must ensure that all pupils are treated fairly, equally and with respect
- When selecting classroom material, teachers must pay due regard to the sensitivities of all members of the class and will not provide material that discriminatory in nature. Teachers must strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups
- When designing schemes of work, teachers must refer to equality policies for guidance in both in our choice of topics to study and in how to approach sensitive issues
- Teachers must challenge any incidents of prejudice, discrimination or racism, record them and draw them to the attention of the headteacher
- Teachers must support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of prejudice or discrimination.

4.4. Staffing

The school's programme for continuing professional development (CPD) includes reference to equality matters ensuring that staff have sufficient training to play their full part in ensuring that equality is promoted in the school.

Members of the governing body also have the opportunity to identify their own training needs in relation to school equality policies.

There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

4.5. Behaviour and safety

There are clear procedures for dealing with prejudice-related bullying and incidents.

Any incident of prejudice, bullying or discrimination due to a specific characteristic of a pupil is unacceptable in the school.

An incident can take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson. Any adult witnessing such an incident or being informed about an incident:

- stops the incident and comforts the pupil who is the victim
- reprimands the aggressor and informs the victim what action has been taken
- if the incident is witnessed by other pupils, tells them why it is wrong
- reports the incident to the headteacher or deputy headteacher and informs him/her of the action taken
- assists the Head Teacher, Deputy Head Teacher or Admin staff in recording the incident in the Incident Log on the 'I-Drive'. Admin staff to report incidents to the Local Authority using Sentinel when necessary.
- informs both sets of parents, if appropriate.

Surveys have shown that most pupils feel safe from all kinds of bullying.

4.6. Curriculum

All pupils are provided with the opportunity to succeed, and to reach the highest level of personal achievement. To do this the school:

- ensures equality of access for all pupils and prepares them for life in a diverse society
- uses materials that reflect a range of cultural backgrounds, without stereotyping
- promotes attitudes and values that will challenge discriminatory behaviour;
- provides opportunities for pupils to appreciate their own culture and celebrates the diversity of other cultures
- seeks to involve all parents in supporting their child's education;
- provides educational visits and activities that reflect all pupil characteristics
- takes account of the performance of all pupils when planning for future learning and sets challenging targets
- makes best use of all available resources to support the learning of all of the groups of pupils who have the same characteristic.

Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate.

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.

There are activities across the curriculum which promotes pupils' spiritual, moral, social and cultural development.

The school takes part in certain equality related national projects and award schemes.

In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

4.7. Consultation and Involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.

The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

5. Equality Objectives

5.1. Setting Objectives

Equality objectives arise from analysis the school carries out on data related to pupil progress, behaviour or other information. Where an area is identified where there is an opportunity for improvement in equalities, it is documented as an Equality Objective and included in the SSIS Strategic Development Plan (SDP).

Objectives are defined to be specific, measurable and outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are. At least one objective is set each school year.

Equality objectives are related to matters highlighted in the information which a school publishes to demonstrate compliance with the general duty to have due regard for equalities.

The vast majority of equality objectives adopted by the school are about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples might be:

- to narrow the gap in performance of disabled pupils
- to narrow the gap in attendance rates for pupils from low income families
- to narrow the gap in mathematics between boys and girls
- to raise attainment in English for boys
- to anticipate the needs of incoming pupils from a new group, such as non English speaking children
- to promote and enhance community cohesion and a sense of belonging in the school and in the schools neighbourhood

6. Acknowledgements

This document is based on information published by Insted Consultancy

7. References

SEND Policy

Accessibility Plan

Disability Equality Scheme

Anti-Bullying policy

<https://www.ststephensinf.org.uk/key-information/equality-objectives>

Appendix

Policy Statements

Eliminate Discrimination

- We will not discriminate, directly or indirectly, against anyone, be they staff or pupil, on the grounds of any of the protected characteristics defined in the 2010 Equality Act, namely: sex, race, age, disability, religion / belief, pregnancy / maternity, gender reassignment / sexual orientation, marriage and civil partnership
- In addition, we will not discriminate, directly or indirectly, against any pupil, on the grounds of their parent's or carers economic status
- We will not tolerate any forms of discriminatory behaviour, prejudice, bullying or harassment. Should an incident occur, we will act immediately to prevent any repetition. We will have clear procedures for dealing quickly with incidents and do all we can to support the victim (s) in overcoming any difficulties it may have caused

Advance Equal Opportunities

- We will promote the individuality of all our children, irrespective of race, disability, sex, economic status or religion/belief.
- We will try to ensure that all staff recruitment, employment, promotion and training systems are fair to all, and provide equal opportunities for everyone to achieve
- We believe that it is the right of all pupils to receive the best education we can give, with equal access to all educational opportunities provided by the school.
- We are committed to giving all our children every opportunity to achieve the highest of standards
- We will promote the principles of equality, fairness and justice for all through the education that we provide in our school and this will be reflected in our curriculum
- We will constantly strive to remove any forms of discrimination that may form barriers to learning.

Foster Good Relations

- We will endeavour to make our school welcoming to all. We will promote an understanding of different cultures and characteristics through the topics studied by the children, and we will reflect this in the displays of work shown around the school
- We will celebrate the cultural diversity of our community, show respect for all minority groups and promote good relations between people of different racial groups
- Through positive educational experiences and support for each individual's point of view, we will aim to promote positive social attitudes and respect for all
- We try to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance and we will challenge it whenever it occurs

- We will actively tackle discrimination and promote equality through newsletters to parents and displays of work
- We will build self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others
- We will have regular consultation with parents/carers and members of the local community, so that they are well informed of our equality policies and procedures
- We will try to create an ethos in which all pupils and staff feel valued and secure
- We will make it clear to our pupils what constitutes discriminatory behaviour and make them confident to challenge it.