

SHELTON INFANT SCHOOL

EQUALITY POLICY

Introduction

The equality policy for Shelton Infant School brings together all previous policies, schemes and action plans around equality including those that the school previously had for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or devalue any individuals within our community.

The aim of the general equality duty is to integrate consideration of the advancement of equality into the day to day business of all communities.

Equality Statement

Shelton Infant School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by ethnicity, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Shelton Infant School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Legal Duties

At Shelton Infant School we welcome our role in taking due regard to the need to:-

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of discrimination between people who share a characterisation and those who do not
- Foster good relationships between people who share a characterisation and those who do not.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity,

This policy also addresses the specific duties of the Act to:-

- Engage with interested groups and individuals
- Publish equality information'
- Formulate and publish equality objectives

The protected characteristics that relate to this school are:-

- Disability
- Gender
- Race/ethnicity
- Religion/belief
- Sexual orientation'
- Gender reassignment
- Pregnancy and maternity

With regard to the school as an employer, the following are also protected characteristics:-

- Age
- Marriage/civil partnership

Aims and Values of our Equality Policy

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are available to participate fully in the life of the school.

At Shelton Infant School we believe that diversity is a strength which should be respected and celebrated by all who learn and visit the school.

We consider all learners and their parents/cares to be of equal value, irrespective of disability, ethnicity gender, identity, religions/beliefs and sexual orientation. However, treating people equally does not necessarily involve treating them all the same. We respect and value differences and our policies and practices should therefore reflect the diverse range of life experiences, needs and viewpoints of our stakeholders.

It is our duty to ensure that the aims and values outlined in this policy are applied to all our policies and practices.

Objectives

The overall objective for this policy is to provide a single framework for Shelton Infant School to pursue its equality duties to promote equality in all its activities and to eliminate all forms of discrimination and harassment.

Through our Equality Policy, we seek to ensure that no pupils, staff, parents/carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This involves:-

- Removing or minimising disadvantages
- Taking steps to meet the needs of people
- Encouraging participation in any activity in which participation by people sharing a protected characteristic is disproportionately low.

Addressing Discrimination and Prejudice

Harassment on account of any protected characteristic is unacceptable and not tolerated within the school environment. Harassment can take many forms including verbal or physical abuse, name calling, exclusion from groups, unwanted looks or comments, jokes and graffiti. Through training, all staff are expected to know how to identify and challenge prejudice and stereotyping. All discriminatory incidents are reported to the headteacher.

Roles and Responsibilities

All who work or are involved with the school have a responsibility for promoting equality and inclusion and avoiding discrimination.,

Governors are responsible for:-

- Ensuring this policy is implemented and procedures are followed.
- Ensuring the school complies with current equality legislation.
- Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
- Ensuring that staff have access to appropriate training and resources.

The Headteacher is responsible for:-

- Ensuring all staff are aware of their responsibility to ensure fair treatment and access to services and opportunities for all stakeholders.
- To implement the school's Equality Policy and Equality Plan and to be supported by the Board of Governors in doing so.
- Producing information for governors and staff about the policy and how it is working.
- Treating all incidents of unfair treatment or discrimination with due seriousness and taking appropriate action.

All staff are responsible for:-

- Promoting equality and good relations and avoiding discrimination against anyone within the school community.
- Modelling good practice and dealing with incidents of unfair treatment or discrimination by recording and reporting such incidents and, if appropriate, responding to incidents.
- Support the school and the Board of Governors to deliver a fair and equitable service to all stakeholders.
- Attending relevant training.

Parents and carers are responsible for:-

- Being aware of this policy
- Supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils are responsible for:-

- Supporting the school to achieve the commitment made to tackling inequality and achieving equality of opportunity for all.

Equality into Practice

To put the principles of this policy into practice we will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives.

The school's current data may be found in Appendix 1.

We will pay particular attention to the following:-

Attainment and Teaching and Learning

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement and attainment data by ethnicity, gender and disability and take action to address any identified gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education;
- Encourage classroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning

Admissions and Exclusions

Admissions arrangements are fair and transparent, and do not discriminate on the grounds of any protected characteristic. Admissions to the school are coordinated by the Derby City Council's School Admissions team. Admissions to the nursery are coordinated by the school.

Exclusions will always be based on the school's Positive Discipline Policy and advice will be taken from the Local Authority. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

The school as an employer

Shelton Infant School is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

We will ensure all policies and procedures benefit all employees and potential employees in recruitment or promotion, and in continuing professional development irrespective of disability, ethnicity, gender, sexual orientation, identity, pregnancy/maternity, age and marriage/civil partnership.

Promotion of British Values

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect, tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

Consultation with Stakeholders

It is a requirement that the development of this policy and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following:-

- Feedback from parent questionnaires and parents' evenings
- Input from staff through staff meetings
- Feedback from the school parliament, PSHE lessons, pupil questionnaires
- Issues raised in annual reviews of reviews of progress on Individual Education Plans
- Feedback at Board of Governors' meetings

Review

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review this policy every three years.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the Policy and Plan

This policy and our Equality Plan will be published on the school website. Awareness of this policy and our Plan will be raised through staff training, staff meetings, newsletters/communications to parents, assemblies/lessons to pupils and reports to the Board of Governors.

Paper copies of this policy and the Plan will be available from the school office.

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APPENDIX ONE

EQUALITIES INFORMATION – 2023-2024

At Shelton Infant School we have due regard for equalities. We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

This Appendix gives the background information which is used annually to ensure due regard and to enable the setting of appropriate targets.

Data is collated annually during September/October following the school census and analysis of statutory assessments which take place in the summer term.

This school serves children aged 3 – 7 years old and is currently organised in seven classes.

Age

The staff profile is not representative of any age group more than another.

Disability

Accessible disabled toilets are available for use by staff and pupils. There are no disabled members of staff. The school is accessible to all children, staff, parents and visitors – please see our Accessibility Policy and Accessibility Plan.

The percentage of SEND pupils is currently 12%, including children with Education, Health and Care Plans (EHCP) and children who have identified Special Educational Needs. 5 pupils (3%) have EHCPs.

Pupil absence for SEND pupils has fluctuated and been cohort specific. The school closely monitors the attendance of SEND pupils. This is included within our 3 year Equality Plan.

Gender reassignment

No data is collated by the school about gender reassignment and the pupil or staff population.

Race/Ethnicity

17% of our pupils currently roll speak a language other than English at home. This represents 38 pupils across 19 different languages. The school monitors racist incidences very closely. Due to the small numbers of pupils speaking different languages there is no pattern of underachievement. EAL (English as an Additional Language) pupils as a whole attain at least in line with non-EAL pupils and at least in line with national averages.

Religion or belief

The school does not record data about religion. The school has strong links with two local churches and a member of a church regularly delivers assemblies in school. The school also has secure links with the Open Centre in Derby and Year 2 pupils participate in a Religious Trail each year visiting different places of worship in Derby.

Gender

There are currently 46% girls and 54% boys in the school. Annual analysis of achievement data in terms of gender shows that there are some disparities in academic achievement between boys/girls and these tend to be cohort specific.

Boys and girls are given equal opportunities across the school in terms of club places, rewards, job roles etc. The School Parliament, ECO Team (Committee), Personal Trainers, Lunchtime Leaders and Online Safety Champions are made up of a balance of male and female pupils.

The staff population is significantly more female than male with 87% of the staff being female.

The governing body is currently 50% female and 50% male.

Sexual orientation

No data about the sexual orientation of pupils, parents or staff is collated by the school. Were it to be communicated to the school regarding a pupil, it would be recorded in the child's file.

Marriage and civil partnership

When information about changes in marital status or home circumstances is communicated to school, it is recorded on the school office database. Any changes to contact details are recorded on the pupil's individual data file. No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

Pregnancy and maternity

One member of staff is due to take Maternity Leave in 2023-24. The school has developed flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting.

Bullying and discrimination

At Shelton Infant School there are clear procedures for dealing with all forms of bullying including prejudice related bullying and incidents. The school keeps a record of all incidences of bullying and records the nature of the incidence e.g. homophobic language, gender related or racist bullying. Pupil and parent surveys include questions on safety and bullying. Responses are analysed and responded to as necessary.

Curriculum

At Shelton Infant School a broad, balanced and ambitious curriculum is available to all children. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice, promoting community cohesion and mutual respect, tolerance and understanding.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. In curriculum materials there are positive images of disabled people, of both women and men in non-stereotypical gender roles, and of people from a wide range of ethnic, religious and cultural backgrounds.

Consultation, involvement and engagement

The school has procedures for consulting and involving parents and carers and has regard in these for the concerns and requirements of the Equality Act, particularly in relation to disability equality.

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, particularly in relation to disability equality.

We have also involved staff, pupils, parents and others in the following ways:

- parental questionnaires
- pupil questionnaires
- discussion with staff
- Shelton School Parliament and ECO Committee
- Open door policy for parents