

Higham Ferrers Nursery and Infant School

**‘Together, we enjoy learning in a happy,
caring and friendly environment’**



SCHOOL EQUALITY POLICY

**This Policy was agreed by the Full Governing Body in
Summer (2023)**

It will be reviewed in Summer (2024)

(BA & PD Committee)

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Signed:

(Chair of Governors)

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01. INTRODUCTION

This Equality Policy includes all the protected characteristics covered under the Equality Act 2010 and 2014 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes.

Our Equality Policy is inclusive of our whole school community - pupils, staff, parents/carers, visitors and partner agencies. It explains how we aim to listen to and involve pupils, staff, parents/carers and our community in achieving better outcomes for our children and young people.

02. A DEFINITION

Equal opportunities means ensuring that everybody has the right environment in which to achieve their full potential as individuals. This is only possible if there is collective responsibility to challenge all possible discrimination on the basis of race, gender, gender reassignment, socio-economic background, family groups, disability, religion, sexual orientation, age or any other characteristics that may lead to discrimination against any child seeking admission to the school, existing pupils, job applicants and existing members of staff.

03. THE EQUALITY ACT 2010 AND EQUALITY DUTY 2011

The public sector equality duty was created by the Equality Act 2010 and followed up by DfE advice in 2014. The duty came into force in April 2011 as a school we adhere to these pieces of legislation.

04. ROLES AND RESPONSIBILITIES FOR IMPLEMENTING THE SINGLE EQUALITY SCHEME

OUR HEADTEACHER WILL:

- ensure that staff, parents/carers, pupils, visitors and contractors are informed about our Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training, where appropriate, which enables them to implement the scheme
- develop partnerships with external agencies regarding our policy so that our school's actions are in line with the best advice available
- monitor the policy and report to our Governing Body on the effectiveness of our policy
- ensure that our Senior Leadership team is kept up to date with any development affecting our policy or actions arising from it

OUR GOVERNING BODY WILL:

- ensure that the action plans arising from the policy are part of our School Development Plan (SDP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review this policy every three years

OUR SENIOR LEADERSHIP TEAM WILL:

- have responsibility for supporting other staff in implementing this policy
- provide a lead in the dissemination of information relating to our policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this scheme as detailed in our SDP

OUR PUPILS WILL:

- be involved in the development of the policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy
- be encouraged to actively support the policy through our curriculum and shared school vision and values

OUR PARENTS/CARERS WILL:

- be given accessible opportunities to become involved in the development of our policy
- have access to our policy through a range of different media appropriate to their requirements
- be encouraged to actively support our policy through signing our *Home/School Agreement*
- be encouraged to attend any relevant meetings and activities related to our policy
- be informed of any incident related to this policy which could directly affect their child

OUR WHOLE SCHOOL STAFF WILL:

- be involved in the development of our policy
- be fully aware of our policy and how it relates to them
- understand that this is a whole school issue and be fully compliant with our policy
- make known any queries or training requirements

RELEVANT VOLUNTARY OR COMMUNITY GROUPS AND PARTNER AGENCIES WILL:

- be involved in the development of our policy
- be encouraged to support our policy
- be encouraged to attend any relevant meetings and activities related to our policy

05. EVIDENCE HELD IN SCHOOL TELLS US....

5.1 RACE

- Policies reflect our schools aims towards eliminating inequality.
- Personal, Social and Health (PSHE) lessons are delivered to children, including anti-bullying.
- Other areas of the curriculum show that our school explores different race and culture.
- Policy and procedures are in place to effectively deal with any racial incidents.
- Parents/carers and children say they know where to get help immediately and any issue will be dealt with straight away.
- Data in relation to racial incidents shows that very few incidents occur within our school, but there are robust procedures in place to deal with this if needed.
- Our school and locality have low ethnic diversity and the ethnic mix of staff follows this pattern.
- An on-line reporting system is now in use to record and monitor any incidents.

5.2 DISABILITY

- Clear signage, disabled parking bays, and other measures make good provision for disabled visitors.
- An Accessibility Plan is in place which is reviewed regularly in order to enable access for disabled pupils, staff and visitors.
- Pupils and staff with any form of disability are treated with respect and consideration with risk assessments, reviews, medical plans and meetings taking place as and when necessary.
- Our Personal Social and Health Education curriculum and class discussion ensure children are well informed and understand the needs of others across all walks of life.
- Children tell us that they feel safe at our school.
- Parents/carers, pupils, staff and visitors with a disability are welcomed into our school. Risk assessments are put into place when needed for children with a disability to ensure that they can fully access the curriculum and all aspects of the school day.
- Teaching Assistants are assigned to support pupils whose disability impacts on their school life.
- Children/staff with temporary disability (a broken limb, recovery from an operation etc.) have risk assessments put in place carried out with a personal evacuation plan.

5.3 SEX

- Recruitment procedures are fair and consistent.
- School data recognises that there is a gender gap in achievement. However, our school aims for all groups to make expected or better progress.
- Access to after school clubs is good for both boys and girls.
- Boys and girls are given the opportunity to explore a range of roles through play, and through our curriculum stereotypes are challenged.
- Our Governing Body membership is 50% female, 50% male.
- Staff overall is made up of 96% female and 4% male.
- Teaching staff mix is 100% female.
- Support staff consists of 94% female, 6% male.

5.4 GENDER REASSIGNMENT

- Currently this does not apply as we have not been made aware of anyone in this situation, but the same fair and consistent practices would be applied.

5.5 AGE

- Recruitment process does not discriminate on grounds of age.

5.6 PREGNANCY & MATERNITY & ADOPTION

- In respect of staff, those taking maternity/adoption leave have the opportunity to return to a flexible working pattern.
- Paid leave is granted for maternity related appointments.
- Specific risk assessments are done for staff who are pregnant.
- Health & Safety risk assessments are conducted.
- Key staff are aware of support mechanisms available to families who require additional services in relation to pregnancy and maternity and

are able to signpost these.

5.7 RELIGION & BELIEF

- Our RE curriculum covers a range of religions and beliefs.
- All staff will explore and explain if questions arise about religion and belief.
- Our Personal Social and Health Education curriculum is delivered to children, including anti-bullying.
- There is the opportunity for children to opt out of collective worship.
- There are strong links with our local church.
- Data for pupils shows that children come from a mixture of religious backgrounds including Christian, Hindu, Muslim and Plymouth Bretheran.
- No internal data is available for staff.
- A new on-line system will support a more effective recording and monitoring process for any incidents that may occur.

5.8 SEXUAL ORIENTATION

- Staff deal with inappropriate language relating to sexual orientation through age appropriate discussion.
- An on-line reporting system will support data gathered in the event of any incident.
- Our school currently holds no data on sexual orientation either for staff or pupils.

The policy was reviewed and updated in March 2023.