



School Equality Policy (including Equality Information and Objectives)

Review Information			
Responsibility:	FGB		
Review Cycle:	3 years with an annual review of objectives		
Last review:	March 2023	Next Review:	March 2026

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

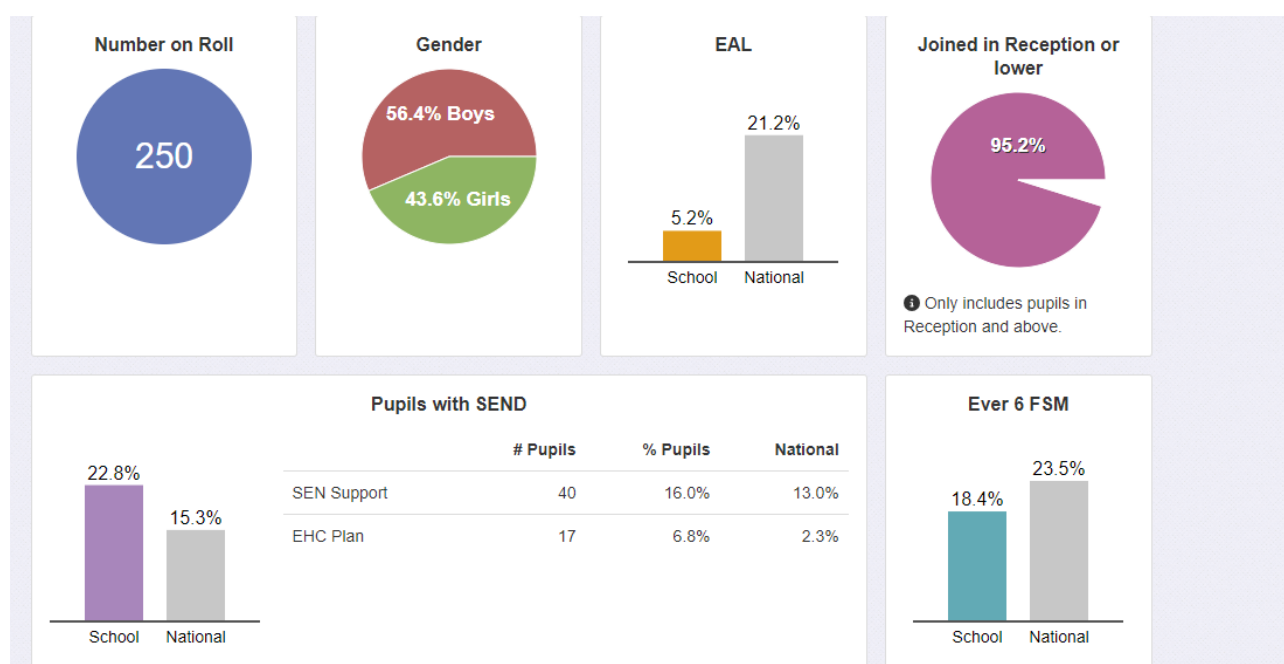
National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998

School Context



- Stoke Park is a three form entry infant school.
- Current number on role is 250 (March 2023)
- Caters for years R, 1 and 2 (no nursery provision)
- We have a Resourced Provision for children with Speech, Language and Communication Needs
- The school is located between Eastleigh and Fair Oak and serves a mixed population
- Currently 18% of our children are entitled to Pupil Premium funding
- 5% of our children are from an ethnic background
- The school has high levels of stability and is in the well above average range of 95% (IDSR)
- We currently have 17 children with an EHCP
- Children identified with SEND stands at 16%
- We have earned different awards over the years including; Trailblazers, P4C Bronze award, Better Lunchtimes Award
- Upon entry YR our children enter broadly in line with the national average

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status

- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender, non binary, gender neutral) – we recognise that girls and boys, men and women have different needs, that some will not relate to a gender (they)
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff

- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: March 2023

Date for policy review: March 2026

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 re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

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

- parent questionnaires
- involvement of the Pupil Voice Team – EARA
- staff survey

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To ensure that all pupils at Stoke Park Infant School actively learn about minority groups that are not widely represented in the school population and that these groups are represented throughout the school.

Rationale: Stoke Park is a predominantly White-British area with a low number of minority groups represented. This means that our children do not have a wider understanding of the area and country they live in

- Continue to embed diversity into the school curriculum and materials that the children have access to
- Embed the EARA group within the school and the wider county and bring/share ideas within the school community
- Join the Eastleigh and Winchester Inclusion and Diversity partnership
- Ensure that the school supports parents and children with EAL to reduce the communication barrier e.g. support from EMTAS, translation of materials in school, translation software

Objective 2: To embed consistent procedures in the school so that pupils from different religions are fully supported in school.

Rationale – On the parents/staff survey feedback raised the issue of further developing and supporting children's understanding of different religions and their practices and how these can be further supported in school as well as celebrating the diverse religions in our community.

- Ensure that all staff are trained on the key principles, practises and beliefs in Christianity, Islam and Hinduism
- Ensure that the school works with pupils to support them to practise their religion
- Ensure that all staff understand the key systems we have in school to support pupils.
- Work with parents to ensure that they feel supported and included, listening to feedback where needed.
- Utilise areas around the school more effectively so that pupils feel comfortable and supported.
- Ensure careful timetabling and communication to parents regarding key events so that adjustments can be made to support and include pupils.

Objective 3: To ensure that all vulnerable pupils (SEN, Medical, Neuro diverse) have equal access to the full range of opportunities offered by the school

Rationale: Although SEN pupils are well supported in class, we would like to ensure that these children are given equal opportunity to achieve these roles such as librarian, EARA groups. We also wish to ensure that all our vulnerable children are encouraged to join in any clubs and that we look to reduce any barriers to support them joining.

- Provide more accessible ways for SEN pupils to engage in roles/opportunities and increase their confidence.
- Discuss with pupils what they would like to be involved in and offer support so they can access/develop their interests
- Ensure SEN pupils understand the range of clubs and events open to them and that they have a voice within the school.
- Work with parents to reduce some of the barriers that prevent SEN pupils from staying to after school clubs
- Endeavour to provide additional support if needed to include those children with more complex needs so they can access any clubs

In addition to the objectives above, we have identified that as a school we need to refresh training regarding equalities and aim to ensure this happens by the end of the academic year 2023-24