



Hampton Wick Infant & Nursery School

Equalities Information and Objectives

This policy was adopted/updated: February 2020

It was written by the SENCO, Kate Duffy

Approved by:

This policy will be reviewed: September 2020

Statutory policy: Yes

1. Legislation and guidance

- Equality Act 2010
- Public Sector Equality Duty Guidance for Schools in English 2011
- The Equality Act 2010 (Specific Duties) Regulations 2011
- The Equality Act and Schools 2010

Key policy documents:

- SEND Information Report
- Accessibility Policy
- Safeguarding Policy
- Equality Statement

2. Aims

- To set out how Hampton Wick Infant and Nursery School complies with the Public Sector Equality Duty;
- To share objectives that demonstrate how Hampton Wick Infant and Nursery School will ensure that it continues to comply with the Public Sector Equality Duty, and how it can make further improvements (more?).

We provide a welcoming, supportive, safe and caring environment for all children and adults. All children thrive academically and socially, and the stimulating, aspirational learning ethos reflects our high expectations. We foster a culture of inclusion and diversity in which people feel free whether or not to disclose their gender, age, race, ethnicity, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, political belief, economic circumstance or immigration status, and to participate fully in school life.

3. Strategies to meet our aims

Admissions: As part of our admissions arrangements procedures we will not discriminate on grounds of ethnicity, race, faith, disability, gender or sexual orientation (see Admissions Arrangements for further information).

Pupil progress: the progress and attainment of all children is monitored and we use this data to raise standards and ensure inclusive teaching and access to relevant services. The school gathers information about significant difference in attainment between different groups of children through our assessment data.

Curriculum: the curriculum is carefully differentiated to support different levels of ability and interests and to fully include children who speak English as an additional language and children with SEND. We aim to promote equality of opportunity by challenging stereotypes, and ensuring

texts, pictures, displays and resources reflect different genders, ages, races, ethnicities and religions, and represent people with disabilities.

Bullying: incidents of bullying and harassment of children, staff and visitors particularly related to any groups identified by this policy should be reported to the head teacher or a member of the senior management team, as should racist or sexist incidents or remarks. Racist incidents should be recorded and reported to the governing body and to Richmond local authority.

Disability: we will make reasonable adjustments so that a disabled person can benefit from what we offer to the same extent that a person without that disability can, and play as full a possible part in school life. We make sure that the school environment is as accessible as possible (see the accessibility policy). Where possible, we provide 'auxiliary aids' (equipment) if they are not provided through an EHCP so that disabled pupils are not at a disadvantage.

Recruitment: we follow Richmond local authority's Human Resources policy and procedures for recruitment which includes completing the Recruitment Monitoring Form. This collates equalities information about all applicants to avoid any discriminatory practice. The Pay Policy sets out the processes for deciding pay, including grievance procedures concerning pay and/or conditions as well as the appeals procedure.

4. Roles and responsibilities

The Public Sector Equality Duty Guidance (2011) has three main elements. In carrying out their functions, public bodies (including schools) are required to have 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, and between people who share a protected characteristic and people who do not share it

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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The SENCO will:

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Liaise with the SEN governor regarding the achievement of the equalities objectives every term to raise and discuss any issues

- Support the head teacher in identifying any staff training needs, and deliver training as necessary

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher and SENCO

The SEN governor, who also has responsibility for equalities, is Emma Marfleet. She will:

- Meet with the SENCO, 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

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

5. 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. The designated member of staff for monitoring equality issues is the SENCO, and the governor responsible for equalities is the SEN governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 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)
- analysing the attainment of specific groups to determine strengths and areas for improvement.
- Publish statutory and whole school policies that demonstrate how the school is promoting equality

7. 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, 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.
- Working with our local community
- Encouraging and implementing initiatives to encourage good relations 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

8. 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

9. Equality objectives

- to narrow the gap in attainment of children with SEN each year
- to narrow the gap in attainment in reading and writing in KS1 for boys
- to ensure children's understanding and acceptance of difference
- to narrow the gap between children who qualify for the PPG or who are regarded as vulnerable, and their peers

- to improve attendance in KS1 for the vulnerable and PPG groups
- to enable greater participation in leisure activities outside of school/after school for SEN/ECHP
- to further increase the range of resources/pictures/books/displays to represent people with protected characteristics

10. Monitoring arrangements

The equality information we publish will be reviewed every year.

This document will be updated by the head teacher, SENCO and SEN governor at least every 4 years.