

Locks Heath Infant School

Single Equality Policy



Reviewed	Date for review
Autumn 2022*	Spring 2027

*Updated in January 2025

***This policy should be read in conjunction with:**

- Recruitment Policy
- Staff Code of Conduct
- Accessibility Policy
- Anti-bullying Policy
- Personal, Social, Health Education / Relationships and Sex Education Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy, Information Report & Provision Map

Introduction:

As a result of the Equality Act 2010 this policy amalgamates all the equalities legislation into one Single Equality Policy for Locks Heath Infant School.

Principles:

The policy outlines the commitment of the staff and Governors at the school to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. Equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation or gender reassignment, age or any other of the protected characteristics (Single Equalities Act 2010).

Monitoring and Review:

The **Headteacher / Assistant Headteacher** is responsible for co-ordinating the monitoring and evaluation of this policy. They are responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area who is *Julie Robertson*
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN (Special Educational Needs), LAC (Looked After Children), Minority Ethnic including Traveller and EAL (English as an Additional Language) pupils and economically disadvantaged pupils, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular activities
 - Staff recruitment and retention
 - Visits and visitors

Promoting Equality: Teaching and Learning

Locks Heath Infant School aims to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality; preparing pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

Locks Heath Infant School has consistently high expectations of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Regular assessment is carried out and analysis of outcomes are used to identify and counter underachievement of individuals and groups of vulnerable pupils.

Promoting Equality: The social, moral and spiritual ethos and culture of the school

At Locks Heath Infant School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice through the School Council and pupil happiness surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- Staff involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is monitored on equality grounds;
- Recruitment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and a senior member of staff is responsible for recording and monitoring incidents;
- The school reports to the Governing Body and Local Authority on a termly basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents and Carers and the Wider Community

Locks Heath Infant School aims to work in partnership with parents and carers. We:

- Take action to ensure all parents and carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. school website, newsletters and 'parent mail'.
- Encourage parent and carer views, via parent events and surveys, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Recognise intersectionality and aim to ensure that the parents/carers of newly arrived pupils from all groups, including but not limited to those most vulnerable and those with protected characteristics, are made to feel welcome.

Responsibility for the Policy

The Governing Body has responsibility for ensuring that the school complies with all equalities legislation relevant to the school community. It also must ensure the policy is maintained and updated regularly and that equality objectives are easily identifiable within the School Development Plan and available on the School's website. The Governing Body will have an overview on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for providing leadership and vision in respect of equality. They will oversee the implementation of the equality policy and objectives, and ensure that staff are aware of their responsibilities and are given relevant training and support.

All school staff have responsibility for the implementation of the school's equalities policy and schemes, dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping. All staff must ensure they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.