



## **Churchfields Infants' School**

# **Equality Policy**

## **June 2025**

**Approved by Governing Board:**

**Signed by chair:**

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**Next Review Date:**

**June 2029**

## Introduction

### “Growing together: Every Day in Every Way”

The school motto at Churchfields Infants School is driven by the school's main principle of valuing all of its members and enabling them to grow together as a community with a core culture of inclusivity and diversity. Through our values based approach to education, we are committed to ensuring equality of opportunity and high standards for all pupils, staff, parents and carers. This is irrespective of race, gender, disability, faith or religion or socio-economic background.

## Aims

At Churchfields Infants' School, we strive to develop a strong culture of inclusion and diversity in which all members of the school community are treated with respect and dignity, feel proud of their identity and are able to participate fully in school life. We aim to tackle discrimination (both in school, but also the wider community) by the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. We will not tolerate any comments, behaviour or attitudes that undermine or threaten an individual's self-esteem. Our aim is to provide equal access to high quality educational opportunities and to promote an ethos of inclusion where everyone feels valued. We seek to provide a safe and happy environment where all can flourish and where diversity is celebrated. We do this, not only as part of our SMSC, PSHE and RSHE curriculums, but across both the EYFS and KS1 curriculums. We are proud to hold the IQM Flagship Status Award for Inclusion.

In order to meet these aims, at Churchfields Infants' School we will:

- actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- actively promote an awareness of human values through our Values Led approach to Education
- take reasonable and necessary steps to meet the needs of all pupils and plan reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in all the activities of the school.
- make reasonable adjustments to ensure that the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school.
- show commitment to ensuring that staff with a disability have equality of opportunity.
- continually review the ways in which our teaching and curriculum provision will support high standards of attainment, promote common values and help pupils
- understand and value the diverse world in which they live.
- find ways to address barriers to learning.
- consider the ways that our teaching and curriculum helps children to challenge prejudice and stereotyping.
- ensure that all pupils have equal access to resources, equipment and toys.
- monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual

pupils are achieving their potential and that trends are identified. This will inform the setting of our equality objectives.

- ensure that the curriculum is accessible to all pupils with special educational needs and disabilities (SEND). We will ensure that all pupils are able to take part in extracurricular activities and school trips and we will monitor the uptake of these to ensure that no one is disadvantaged on the grounds of a protected characteristic.
- ensure that all children will have their work displayed every term and that their efforts respected and celebrated in class and at Golden Book assemblies.
- ensure that all children will take part in devising their class rules.
- ensure all children have equal access to extra- curricular activities.
- ensure that bullying and prejudice related incidents are carefully monitored and dealt with effectively using the school procedure. Regular training will be given to new and existing staff to ensure that they are aware of the process for reporting and following up incidents of prejudice related bullying.
- expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to challenge prejudice and stereotyping.
- ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what reasonable adjustments mean in practice.
- maintain and update an equality page on the school website to show how we are complying with the Public Sector Equality Duty ([PSED Advice](#)) and advancing equality of opportunity.
- carry out an equality impact assessment when drawing up policies to ensure that a policy does not disadvantage groups of pupils with protected characteristics. We will consider the extent to which a new/revised policy, practice or plan meets the Public Sector Equality Duty.

## **Legislation and statutory requirements**

This policy reflects the school's general and specific duties as detailed in:

- The Equality Act (2010)
- The Public Sector Equality Duty (2011)

We are required to publish information to demonstrate how we are complying with the Public Sector Equality Duty (PSED). The 3 main aims of the PSED are:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- To 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.

In order to comply with the PSED, we are committed to publishing equality objectives every 4 years and equality information at least annually. We are also required to monitor and assess the impact of all our policies, including this one, on pupils, staff and parents and carers of different racial and ethnic groups, paying particular attention to the impact of these policies

on pupils' attainment levels. We will not publish any information that can specifically identify any individual.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In addition to this, we believed that socio-economic background should also be considered a characteristic. This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

This Equality Policy should be read in conjunction with our school Vision and Rationale, Behaviour Policy, Child Protection and Safeguarding Policy.

## **Expectations and Principles**

It is our vision that children who leave Churchfields Infants' School will be happy, confident individuals with all the skills necessary to prepare them for life in modern Britain. These aims cannot be achieved without the involvement and commitment of all members of the school to build 'one community' and to be socially responsible for one another. Staff and governors must have a clear understanding of the vital role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

# Roles and responsibilities

## The Governing Board

The Governing Board are responsible for:

- Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
- Monitoring progress towards achieving equality objectives.
- Publishing data and publishing equality objectives.
- Ensuring that staff have access to appropriate training and resources.

## Headteacher

The Headteacher is responsible for:

- Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
- Monitoring progress towards achieving equality objectives.
- Publishing data and publishing equality objectives.
- Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties.
- Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness.
- Ensuring that all staff are aware of their responsibility to record, report, and respond appropriately to prejudice related incidents.

## Senior Leadership Team

The Senior Leadership Team is responsible for:

- Supporting the Headteacher above
- Ensuring fair treatment and access to services and opportunities.
- Ensuring that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.

## Staff

Teaching staff are responsible for:

- Helping deliver the right outcomes for pupils.
- Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated.
- Designing and delivering an inclusive curriculum.
- Ensuring that they are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.

Non -Teaching Staff are responsible for:

- Supporting the school and the governing board in delivering a fair and equitable service to all stakeholders.
- Upholding the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated.
- Supporting colleagues within the school community.
- Ensuring that they are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.

## **Parents**

Parents are responsible for:

- Taking an active part in identifying barriers for the school community and in informing the governing board of actions that can be taken to eradicate these.
- Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

## **Recording and Monitoring arrangements**

We will regularly monitor and evaluate our progress towards our equality objectives, and ensure that our practice meets the needs of the whole school community in the following ways.

- Our attainment records, including attainment and progress of vulnerable groups are monitored at Governor and LA level
- Our attendance data is scrutinised at Governor level, with specific regard to vulnerable groups
- Data regarding exclusions and behaviour is scrutinised at Governor level
- We have a rolling programme for reviewing school policies
- The implications for equalities in new policies and practices are considered before they are introduced
- Minutes of meetings are kept where equalities issues are discussed
- We carry out and analyse termly meetings to ensure that the child's view is heard.
- We review relevant feedback from parent questionnaires and parents' evening,
- We secure and analyse responses from staff surveys, staff meetings and training events
- We review feedback and responses from the children
- We ensure that we secure responses and feedback at Governing Board and Trust level

This Equality policy will be reviewed by the Headteacher and full Governing Board at least every 4 years, but this may occur more frequently if needed. At each review, the policy will be approved by the Headteacher.

## **Training**

Training is provided for all staff on developing equality within our school. Specific INSET sessions may be devoted to the development of curriculum areas with relation to inclusivity and diversity. In addition to this we provide training for staff around SEND, Trauma, Mental health and well-being, behaviour, safeguarding and child protection.

## **Links with other policies and documents**

This Equality policy is linked to the following policies and documents

- School Development Plan
- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND policy
- Admissions Policy
- Staff Handbook