



Oaklands Infant School Equality Policy



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| Statutory/Non-Statutory: | Statutory |
| Public/Internal: | Public |
| Applies to: | The Corvus Learning Trust as a whole and to all schools in the Trust |
| Date Adopted by Local Governing Body: | 16-03-2022 |

Policy Statement: This is a Corvus Learning Trust policy that will be adopted by all Local Governing Bodies within the Trust

Purpose: To ensure it meets our statutory duty to consider the needs of our **pupils/students** and their families, employees and wider members of the school community

Responsibility for Approval: Board of Trustees

Responsibility for Updating: Board of Trustees

Related Policies/Guidance: See item 3.0 of policy and:

- Curriculum policy
- Accessibility Plan
- Student Behaviour policy
- Anti-bullying policy
- Staff Absence policy
- Staff Pay policy
- SMSC policy

1.0 Equality Policy Introduction

At Oaklands Infant School we believe everyone has the right to be treated with dignity and respect. As a result, we have developed this policy to ensure it meets our statutory duty to consider the needs of our pupils and their families, employees and wider members of the school community. We are committed to valuing diversity, tackling discrimination, promoting equality and tackling issues of disadvantage and underperformance of different groups.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics. This document sets out how pupils, their families, employees and members of the wider school community will be protected from harassment and/or discrimination.

The nine protected characteristics are:

- Disability,
- Gender reassignment,
- Pregnancy and maternity,
- Race,
- Religion or belief,
- Sex,
- Sexual orientation,
- Marriage and civil partnership,
- Age.

As a school we will proactively seek equality for all, being mindful of the requirements from the Equality Act of 2010 and the Public Sector Equality Duty.

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

Therefore, as a school we must consciously think about these three requirements as part of our decision-making processes and pay due regard to equality issues within all our key policies, planning and performance management.

This also means that it is highly likely that each year the School Development Plan will contain a target(s) relating to equality issues.

We will ensure that every pupil, their family, employee and member of the wider school community is able to achieve high standards, outcomes and positive values.

The policy also recognises and covers all aspects of vulnerability and additional needs, including socio-economic factors where known.

2.0 Equality Objectives

Our Equality Policy will aim to ensure the following:

- i) That everyone who belongs to our school and wider community is treated equally, respected and their individual needs are supported.

- ii) We promote equality opportunities and eliminate unlawful discrimination, harassment or victimisation related to any protected characteristics.
- iii) That our school's curriculum is broad and balanced, promoting and celebrating diversity and difference, along with developing pupils' spiritual, moral, social and cultural development.
- iv) Encourage participation by disabled people and people representing different aspects of social identity.
- v) We recognise and promote positive attitudes to all aspects of social identity and diversity
- vi) Promote a shared commitment to British Values.
- vii) Ensure all pupils and staff have the opportunity to reach their full potential.
- viii) Take clear action to address any gaps or disadvantage faced by particular groups of pupils.
- ix) Promote and support the continued professional development of all staff.
- x) Comply with statutory duties under equalities legislation.

3.0 Legislative Background

The following legislation has been taken into account when developing this Policy.

- Human Rights Act 1998
- Sex Discrimination Act (gender reassignment regulations) 1999
- Curriculum 2000
- SEN and Disability Act 2001
- Education and Inspection Act (Duty to Promote Community Cohesion) 2007
- The Equality Act 2010
- The Education Act 2011
- SEND Code of Practice 2015
- Prevent Duty Guidance for England and Wales 2015
- Character Education framework guidance 2019
- Keeping Children Safe in Education 2021

4.0 Who will the Policy affect?

All members of the Oaklands Infant School community.

5.0 Equal Opportunities for employment

This section deals with aspects of equal opportunities relating to staff at Oaklands Infant School. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we will strive, wherever possible, for the staffing of the school to reflect the diversity of our community.

5.1. Employer duties:

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Protected characteristics are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

6.0 Methods of discussing and communicating the Equality Plan

| Method | Timescale |
|----------------------------|---------------|
| Assemblies and PSHE | Weekly |
| Safeguarding Meetings | Weekly |
| Senior Leadership Meetings | Every 3 weeks |
| Staff Meetings | Weekly |
| Parent Newsletters | Fortnightly |
| Local Governing Body | Termly |
| Corvus Learning Trust | Half-Termly |

Appendix I – Equality Plan

Equality Action Plan 2021-2025

| Target Group | Action Taken | Timescale |
|----------------------------------|---|-----------|
| Children with disabilities | <ul style="list-style-type: none"> • Included in classroom activities, sports and music events and after school activities with adjustments made as necessary. • 1:1 support is provided where necessary • Inclusive ethos through assemblies such as Jeans for Genes and Children in Need. • Education Health Care Plans are in place where appropriate. • Work closely with other professional agencies e.g. EP, OT, SALT. • Teaching PSHE through Jigsaw Scheme. | Ongoing |
| Race/Religious groups | <ul style="list-style-type: none"> • Major religious festivals and events are celebrated in school and covering in the RE curriculum. • The RE curriculum covers different religions. • Class books reflect racially diverse backgrounds. | Ongoing |
| Gender | <ul style="list-style-type: none"> • Children are put into mixed teams/groups where possible. • Sports teams are mixed when appropriate. • Curriculum covers gender stereotyping. • Achievement of boys and girls is tracked. • Class books reflect gender equality. | Ongoing |
| Underperforming groups | <ul style="list-style-type: none"> • Pupil premium strategy is centred on equality. • Underperforming children are identified and intervention measures put in place. • Pupil Premium children can access extra-curricular activities. • Termly parent meetings. • Achievement of underperforming groups e.g. PPG. | Ongoing |
| Special Educational Needs (SEND) | <ul style="list-style-type: none"> • Specific 1:1 support is given to access the curriculum. • Curriculums and timetables are adjusted to suit the child's needs. • SEND children are given the opportunity to participate in all school events and appropriate adjustments are made for them. • Access to Nurture groups, SALT and OT sessions. | Ongoing |

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| Children with English as an Additional Language (EAL) | <ul style="list-style-type: none"> • Adjust the curriculum provision. • Language of the term. | Ongoing |
| Transgender | <ul style="list-style-type: none"> • Unisex toilets. • Offer nurture support. • Make adjustments on individual cases. • Work with parents and external agencies. • Work on gender bias i.e. rather than highlights boys/girls. • Revised uniform policy. | Ongoing |
| Homosexuality | <ul style="list-style-type: none"> • Homophobic remarks are alerted and reacted on. • Racist/homophobic remarks are reported to governors. • Different types of families are discussed in lessons and assemblies and within PSHE activities. • School characters ensure respect and individuality. | Ongoing |
| Children from a Travelling Community | <ul style="list-style-type: none"> • Adjustments made to the curriculum and wider school activities if requested. | Ongoing |
| Age | <ul style="list-style-type: none"> • Employment of staff is not based on age. • Dates of birth are removed from application forms. | Ongoing |

Appendix II – Equality Plan – Review check list for school staff and Governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training?
- Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil/student achievement analysed by race, disability and gender?
- Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life?
- Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils/students and staff monitored by race, disability and gender and is this information used to make a difference to the experience of other pupils?
- Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community?
- How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as tutorial time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school?
- Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for appointment of Governors open to candidates and voters who are disabled?