



**Hindhayes Infant School**

**Equality Policy**

**September 2024**

At Hindhayes, we believe success is based on the partnerships between pupils, staff and the parent community. We endeavour to enrich and develop each child to be a successful individual that will become an active community citizen of the future.

Approved on: \_\_\_\_\_

Signed: \_\_\_\_\_

Role: \_\_\_\_\_

**Legal Duties**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- \* eliminate unlawful discrimination, harassment and victimisation
- \* advance equality of opportunity
- \* foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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

- \* age (for employees not for service provision)
- \* disability \*race (ethnicity) \*sex (gender) \*gender
- \* maternity and pregnancy \*religion or belief \*sexual orientation
- \* Marriage and Civil Partnership

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- \* Publish equality information relevant to the age of our children on our school website (this will be within the School Development Plan, The Schools Self Evaluation Form, Accessibility plan, SEN information pages, Pupil Premium and Sports premium reports)

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following areas:

- \* Admissions
- \* Attendance
- \* Attainment
- \* Exclusions
- \* Prejudice related incidents

Our objectives will detail how we will promote equality in some or all of these areas. However, where we find evidence of significant inequalities for any particular group in other areas we may include objectives to address these.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

**Addressing Prejudice**

**Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We ensure that both our pupils and staff have an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## **Responsibility**

We believe that promoting equality is the whole school's responsibility:

<b>School Community</b>	<b>Responsibility</b>
Governing Body	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.
Head teacher	As above including: 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 school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head Teacher as above. Leading on actions to achieve our equality objectives. Ensuring fair treatment and access to services and opportunities. Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Helping in delivering 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 and report prejudice related incidents.
Non-Teaching Staff	Supporting the school and the governing body 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 and report prejudice related incidents.
Parents	Taking an active part in identifying barriers for the school community and in informing the governing body 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.
Pupils	Helping the school to achieve the commitment made to tackling inequality. Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

## **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **Monitor and Review**

Our Equality objectives will sit in our overall school improvement plan and also as a part of the school's accessibility plan and therefore will be reviewed as part of the ongoing monitoring and review of these documents.