



Great Bradfords Infant and Nursery School

Equality Policy, Information and Objectives

Ratified by the Governing Board: 4th March 2021

Signed Headteacher: _____

Chair of Governors: _____

Review Date: March 2025

Equality Policy, Information and Objectives

Equality Statement

At Great Bradfords Infant & Nursery School we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

Our vision and values ensure that every pupil and teacher is given an equal opportunity to achieve their potential. We tackle discrimination through positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Great Bradfords we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us. Therefore, we:

- Do our best to ensure that everyone is treated fairly and with respect
- Make sure the school is a safe, secure and stimulating place for everyone
- Recognise that people have different needs and understand that treating people equally does not always involve treating them all exactly the same
- Recognise that for some pupils, extra support is needed to help them to achieve and be successful
- Do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers, and through our School Council

Legislation and Guidance

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on grounds of specific characteristics (referred to as *protected characteristics*). It replaces all previous public sector equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. For schools, this means that it is unlawful to discriminate against pupils or treat them less favourably because of their age, gender, socio-economic status, ethnicity (colour or national origin), disability, religion or belief (includes lack of belief), sexual identity and orientation, gender identity (they have assigned or plan to reassign), marital or civil partnership status, being pregnant or having recently had a baby (for employees).

Under the Equality Act 2010, the school is expected to comply with the Public Sector Equality Duty 2011 (PSED). This requires us to:

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct under the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **Foster good relations** between people who have a shared protected characteristic and those who do not

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty
- Publish Equality Objectives which are specific and measurable

Roles and Responsibilities

The Governing Board will:

- Have a commitment to equal opportunity and it will continue to do all it can to ensure that all members of the school community are treated fairly and equally
- Evaluate a range of school data to check that all pupils are making the best possible progress, and that no group is underachieving. To do this, it monitors admissions, attainment, exclusions, parents' and pupils' questionnaires
- Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least every two years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils, communicate what is expected of them and can be expected from the school in carrying out its day to day duties
- Promote the principle of equal opportunity when developing the curriculum
- Ensure the school community receives adequate training and awareness to meet the need of delivering equality
- Ensure that staff are aware of their responsibility to record and report prejudice related incidents
- View all incidents of unfair treatment, and any racist incidents, with due concern
- Identify and challenge bias and stereotyping within the curriculum and the school's culture
- Monitor success in achieving the objectives and report back to governors

The Senior Leadership Team will:

- Support the Headteacher in meeting duties under the Equalities Act
- Ensure fair treatment and access to services and opportunities
- Ensure that staff are aware of their responsibility to record and report prejudice related incidents
- Promote equal opportunities through their words and actions
- Identify and challenge bias and stereotyping within the curriculum and the school's culture

The Teaching and Non-Teaching Staff will:

- Support the Headteacher in meeting duties under the Equalities Act
- Uphold the commitment made to pupils and parents/carers on how they can expect to be treated
- Ensure all pupils are treated equally, to support positive outcomes for all pupils
- Design and deliver an inclusive curriculum

- Understand and acknowledge individual responsibility to record and report prejudice related incidents
- Promote equal opportunities through their words and actions
- Identify and challenge bias and stereotyping within the curriculum and the school's culture

Visitors, Volunteers and Contractors should:

- Refrain from engaging in discriminatory behaviour or language on school premises
- Bring to the attention of a member of staff any act, or behaviour that concerns them with regard to this policy

Advancing Equality of Opportunity

As set out in the DfE guidance of 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)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school 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 continuous professional development
- Analyse data to determine strengths and areas for improvement, implement actions in response to this data
- Make evidence available identifying improvements for specific groups (e.g. closing the gap in attainment between different groups)

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, personal, social, health education (PSHE), 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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to foster 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.

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- We support 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. Through our policies and actions, we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated, where appropriate, to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupils who are high attaining
- Pupils with special educational needs and/or disability
- Pupils who are looked after by the local authority
- Pupils who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. Subjects contribute to the spiritual, moral, social and cultural development of all pupils. Extra-curricular activities and special events cater for the interests and capabilities of all pupils.

Teaching and Learning

- We use contextual data to improve the support we provide to individuals and groups
- We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings
- We take account of the achievement of all pupils when planning future learning and set challenging targets based on individual achievement
- We promote equality of access and prepare pupils for life in a diverse society
- We use materials that reflect the diversity within society, within stereotyping or adapt them to meet particular needs. Books available in the library reflect accurately a range of cultures, identities and lifestyles
- We challenge racist and discriminatory language and attitudes
- We celebrate aspects of different cultures
- We provide opportunities in the curriculum to explore concepts and issues related to identity and equality; regular assemblies highlight festivals from different cultures and traditions
- We seek to involve parents and carers in supporting their child's education

- We encourage discussion of equality issues in the classroom and staff room
- We include teaching and learning styles which are inclusive and reflect the needs of our pupils
- We train staff on a variety of different areas including, Autism and Sensory Impairments, Attachment Disorders etc.
- Boys and girls are given the same opportunities throughout the school
- Links with local organisations, e.g. Police where men and women fulfil the same role
- Community cohesion is promoted through all curricular areas and activities that we do within school as well as in the local community

Tackling Discrimination

Harassment on account of race, gender disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents; identify and challenge prejudice and stereotyping and support the full range of diverse needs according to pupils' individual circumstances.

What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability or sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups of activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that may occur:

- Physical assault because of gender, race, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation

We keep a record of prejudice-based incidents (involving *protected characteristics*) and when requested provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

Equal Opportunities for Staff

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 appointments and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible, that staffing reflects the diversity of the community.

Employer Duties

We welcome our general duty under the **Equality Act 2010** to have due regard to the need to eliminate discrimination; to advance **equality** of opportunity; and to foster good relations.

Equality aspects relating to race, religion or belief, gender, disability, gender assignment, sexual orientation, pregnancy and maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- Monitoring of recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for staff
- Pay is relative to experience and responsibility not to gender or sexual orientation

Monitoring and Review

The Headteacher will update the equality information we publish at least every year. This document will be reviewed every four years or earlier if it is considered necessary. The Equality Objectives will be reviewed annually.

Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Child Protection Policy
- Anti-bullying Policy
- Behaviour Policy
- Health and Safety Policy

Equality Objectives Action Plan 2021-2025

Key to Protected characteristics of Equality Duty

D – Disability, **S** – Sex, **SO** – Sexual Orientation, **GR** – Gender Reassignment, **PM** – Pregnancy and Maternity, **R** – Race (this includes ethnic or national origins, colour or nationality), **RB** – Religion or Belief (this includes ethnic or national origins, colour or nationality). The protected characteristics of age and marriage and civil partnerships do not apply to schools.

Objective	Protected Characteristics	Action	How the impact of the action taken will be monitored	Responsible person(s)
Ensuring Equality of Opportunity and Participation				
To narrow the attainment gap between the lowest achieving children and the highest achieving children in reading, writing and mathematics	D, R, RB	<p>Data for all pupils is analysed termly by class teachers and the senior leadership team. Report also to analyse exclusions and attendance for all groups including disadvantaged, EAL and SEND. Action plans produced to narrow any achievement gaps which are identified. Yearly analysis using IDSR.</p> <p>Sensory room created and equipped to meet the needs of any child who would benefit from additional sensory input.</p>	<p>Termly pupil progress meetings with class teachers to monitor data.</p> <p>Pupil Premium lead to monitor progress of disadvantaged.</p> <p>Governor report termly.</p>	<p>Headteacher and class teachers.</p> <p>SENCO</p> <p>PP lead</p>

To ensure pupils with a disability are actively engaged in school activities	D, plus socio economic factors	<p>Pupils with a disability are participating in all school activities, including extra-curricular clubs, PE and outdoor learning.</p> <p>Pupils with a disability are encouraged to participate in all clubs.</p> <p>Use of Pupil Premium funding to ensure all children have access to extra-curricular and curricular activities</p>	Club supervisor and PE Lead to monitor attendance and report to Headteacher termly.	Mandy Humm, Danielle Seymour, Georgia Frisby
A diverse range of pupils are making a positive contribution to the life of the school.	D, R, RB	<p>Ensure all pupils are given the opportunity to make a positive contribution to the life of the school via:</p> <ul style="list-style-type: none"> • School council • Library monitors • Class monitors • Pupil voice 	Data collected on range of pupils taking on roles within school. Collated annually.	All staff
All stakeholders engage fully in the school community, attending events within school.	D, S, R, RB	Monitor parental involvement at events, including parents' evenings and outcome sessions to enable school to target under-represented groups.	Data collected relating to number of parents/carers from different groups attending events.	SLT

Promoting Positive Attitudes and Meeting needs				
<p>That there are sufficient opportunities within the school's curriculum to address equality issues.</p> <p>To help our children to understand and respect others and value diversity.</p>	All	<p>Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, sexual orientation, religion, gender and disability. Visitors are encouraged from different cultures and backgrounds.</p> <p>Ensure the teaching resources (particularly books used in school) reflect diversity in terms of race, sexual orientation, religion, gender and disability.</p> <p>Continue to celebrate respect for and understanding of diversity in all its forms through whole school events, trips/visitors and assemblies. A range of festivals to be celebrated and acknowledged.</p> <p>Ensure that opportunity to discuss diversity within the PSHE curriculum – work with Stakeholders to further develop our PSHE Policy.</p> <p>Ensure that the values underpinning the school's ethos are actively promoted by all staff, governors, volunteers and visitors.</p> <p>Challenge parents where there is evidence of a lack of respect for diversity and where messages give at home are deemed to be</p>	<p>Analyse stakeholder views and attitudes to judge the success of provision in terms of equality.</p> <p>Analyse prejudice-based bullying/incidents to monitor impact of the school's education/messages on equality and respect for diversity.</p> <p>Monitor lesson plans, displays and assembly programme.</p> <p>Record and monitor parents withdrawing their child from collective worship, SRE and/or visits to places of worship.</p>	Headteacher and Governing Board

		incommensurate with school and British values		
To ensure policies and practice reflect our equality duty and that staff have a good understanding of what this entails and how they promote equality in school	All	Staff training to be undertaken on protected characteristics. Staff training to be undertaken on promoting diversity – responding to discriminatory incidents. Review content of policies as and when updated.	Attendance monitored at training.	Headteacher
To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood	All	Links made to local Residential Care home to help children build relationships with a different generation. Visit to sing carols or other songs throughout the year. Link with pre-schools to develop closer links and possibly share resources. Invite local community to whole school events eg: summer fete.	Monitored by Jane Roach, Serena Dunne through register of events and attendance.	Headteacher Deputy Headteacher
Eliminating Discrimination and Harassment				
To ensure that all staff are aware of procedures to report racist, homophobic or bullying incidents.	R, SO, D,GR, RB	Staff meeting to raise awareness and remind staff of procedures. Procedures included in Induction process.	Monitor incidents termly to consider any trends. Have responses been adequate? Have they addressed the misunderstanding/discrimination/prejudice?	Headteacher PSHE/ PEs coordinator

When racist or discriminatory incidents are reported, they should be responded to appropriately.		Governors informed termly of any discriminatory incidents and actions taken to respond.	Annual children's survey offers valuable data on how safe children feel at safe and response to bullying.	
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