

# Equality and Equality Objectives Policy

***Springfield is a Rights Respecting School.***

***Article 3- The best interests of the child must be a top priority in all actions concerning children.***

***Article 28 – Every child has the right to an education.***

## **Introduction**

This Equality Policy for Springfield Infant School and Nursery brings together policies and action plans for Race, Gender and Disability equality, meeting the statutory duties in these areas. It includes all the protected characteristics covered under the Equality Act 2010 and includes sexuality, religion & faith, age and every aspect which has the potential to discriminate against or to devalue any individuals within our community such as against those with special educational needs or potential language barriers. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on which we have based our aims.

## **Overall aims of our Equality Policy**

To have regard to the need:

- To eliminate discrimination and harassment.
- To promote equality of access within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, cultures, faiths, abilities and ethnic origins.

## **Our vision statement**

Article 28 – Every child has the right to an education.

Springfield Infant School and Nursery seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

## **Staffing**

The Governing Body of Springfield Infant School and Nursery recognises its responsibilities in the employment of staff in the school. In accordance with those responsibilities, it wishes to ensure the fair and equal treatment of its entire staff, all those who work in the school. This policy along with the Recruitment and Pay policy available in the school office sets out the principles under which the Governing Body of the school will operate to meet these aims.

## **Statement of Intent**

The Governing Body of the school is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents of Springfield. The Governing Body recognises the value of a diverse and inclusive workforce and with the Head teacher will operate at all times within the requirements of antidiscrimination legislation and will promote equality positively in its staffing decisions. The school will follow West Sussex Recruitment and Employment policies and all decisions, including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of school requirements. The only personal characteristics, which will be taken into account, will be those which are necessary for the requirements

and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of groups.

All staff will have a right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles. Any member of staff who deliberately and knowingly contravenes the policy will be liable to formal disciplinary action.

### **Statutory requirements**

The Governing Body is bound by law not to discriminate on certain grounds. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the 'protected characteristics' that qualify for protection from discrimination as: -

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

The Governing Body will give sympathetic consideration to requests for time off or for religious observance from staff that are active members of particular religions or beliefs and will follow guidance from the LA and West Sussex Employment policies.

The Governing Body will wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, to help overcome practical difficulties created by applicants or members of staff who have a disability.

The over-riding premise that will be adhered to in matters of equality, by all governors and staff in the school, is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

### **Advertising of vacancies**

Vacancies will be advertised openly and will normally be available for members of staff in the school to apply.

### **Specific Issues**

The Governing Body is opposed to any direct or indirect discrimination based on:

- i. Age
- ii. Disability
- iii. Gender reassignment
- iv. Marital status or civil partnership
- v. Pregnancy and maternity
- vi. Race
- vii. Religion or Belief
- viii. Sex
- ix. Sexual Orientation

### **Acts of Worship**

The Equality Act does not cover the daily act of worship, which for maintained schools is mandatory and should be of a broadly Christian nature. This exception means that Springfield will not be acting unlawfully if we do not provide an equivalent act of worship for other faiths. It also means that we are free to celebrate religious festivals such as putting on a nativity play at Christmas or celebrating Diwali and Eid without discriminating against children of other faiths.

### **Uniform**

September 2023

The school has a Uniform Policy which all pupils are expected to follow. The governing body decides what the uniform for the school is and considers its obligations under the Human Rights Act and under equality law.

### **Positive Action**

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. E.g. the law on disability discrimination means that the school is allowed to treat disabled pupils more favourably and in some cases is required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

### **Pupils**

#### **Our approach**

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

#### **We actively seek out opportunities to embrace the following key concepts:**

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

#### **Our duties, roles and responsibilities**

We recognise and accept our duties and responsibilities to eliminate discrimination and promote equality, including the requirement to involve the whole school community in the process in order to ensure better outcomes for all.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation

- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, visitors to the school or theatre groups
- school sports
- employees' and staff welfare

### **The roles and responsibilities within our school community**

Our Head teacher will:

- ensure that staff, parents/carers, pupils and visitors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the head teacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Head teacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our pupils will:

- understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the scheme

Our parents/carers will:

- be given accessible opportunities to become involved in the ongoing development of the scheme
- have access to the scheme through a range of different media appropriate to their requirements
- be encouraged to actively support the scheme
- be encouraged to attend any relevant meetings and activities related to the scheme
- be informed of any incident related to this scheme which could directly affect their child

Our school staff will:

- be involved in the ongoing development of the scheme
- be fully aware of the Equality Scheme and how it relates to them
- understand that this is a whole school issue and support the Equality Scheme
- make known any queries or training requirements

### **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views

of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We record all hate incidents and prejudice based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

### **Publication**

The Equality Policy will be published on the school website and hard copy available in the school office. The school will provide a copy for anyone asking for it.

### **Implementation, monitoring and reviewing of the Policy**

The Head teacher has overall responsibility for the monitoring of this policy and its appendices. The policy will be updated by the HT and governors annually.

Link to PSED*	Priority	Vision/Aims	What action is needed?	Responsible	Evaluation
Eliminate unlawful discrimination Advance equality of opportunity	Age	<ul style="list-style-type: none"> <li>Pupils, Staff, families and school community respect the rights of others</li> <li>They accept that we are all different.</li> </ul>	<p>Age is not used as a factor in selecting for recruitment LA policy followed with regard to retirement Older staff at retirement age given opportunity to continue working</p>	HT & Govs. All Staff	
Eliminate unlawful discrimination, harassment and victimisation Fostering good relations	Race	<ul style="list-style-type: none"> <li>They show tolerance of others</li> <li>Recognise and respect the diversity of cultural heritage.</li> <li>They are given opportunities to learn about similarities and differences</li> </ul>	<p>Challenging of prejudice and stereotypes Ensuring that we use best practice in provision and integration To be open and welcoming to all pupils and parents of differing race To provide interpreter where necessary To monitor our provision through data analysis to ensure we are meeting needs of specific groups To find out more about cultural differences of our parent body</p>	HT & Govs. All Staff	
Eliminate unlawful discrimination, harassment and victimisation Advance equality of opportunity	Disability	<ul style="list-style-type: none"> <li>Prejudice is challenged</li> <li>Individual or groups experiencing difficulties in respect of equality issues are supported sensitively</li> <li>Pupils are encouraged to take responsibility for their actions, according to their age and understanding</li> <li>Reported equality incidents are logged and investigated, justice and consequences managed accordingly</li> <li>Visitors to the school are in sympathy with</li> </ul>	<p>Curricular opportunities to understand what disability is, and how it affects people, e.g. RHE, Assemblies Challenging of prejudice and stereotypes Seek advice etc from outside agencies e.g. specialist Speech &amp; Language provision, Occupational Therapists ensuring that the school uses best practice in provision and integration To be open and welcoming to all pupils and parents with disability; making arrangements where possible to accommodate them practically Consider physical disability in considering new building plans e.g. A sloped path to new classroom area, so allowing greater access Work with specialists to ensure any disabled pupils are given the best opportunities e.g. speech therapy, Provide an active, differentiated curriculum for all pupils to access Work closely with parents, respecting their viewpoints about future schooling options Support families where there are mental health challenges Ensure any disabled children are enabled to take part in the school curriculum including wider enrichment activities Ensure any disabled candidates are given equal opportunities in selection procedures Ensure any staff member becoming disabled will be accommodated wherever reasonable possible, in consultation with LA Implement the school's Disability Access Plan.</p>	HT & Govs. All Staff	

Eliminate unlawful discrimination, harassment and victimisation	Gender	<p>these aims.</p> <ul style="list-style-type: none"> <li>• Attainment and achievement data reveals equality through few notable differences</li> <li>• Recruitment and selection procedures are carried out with full regard to the Equal Opportunities Policy</li> </ul>	<p>Monitor on half termly basis the performance of different groups, (Gender) using Target tracker and tapestry. Analyse data, and address any inadequacies Ensure the curriculum has both boy/ girl friendly opportunities as well as gender neutral Do not stereotype girls/ boys e.g. boys being leaders, and encourage pupils to see the qualities and skills they have as being diverse and complimentary Ensure school opportunities such as Junior Governors, G&amp;T activities, are equal in gender wherever possible Promote positive images of both genders, and use positive role models from the community</p>	HT & Govs. All Staff	
	Disadvantaged				
<p>Eliminate unlawful discrimination, harassment and victimisation</p> <p>Fostering good relations</p>	Religion		<p>Ensure that selection and recruitment procedures adhere to guidelines Curricular opportunities to understand what religion is, and what it means to people, e.g. curriculum projects, circle time Challenging of prejudice and stereotypes Ensuring that we use best practice in provision and integration To be open and welcoming to all pupils and parents of differing religions To find out more about religions of our community To support parents at risk of discrimination due to their religion, Staff to be positive role models To respect parent's right to withdraw their child from parts of assembly Make provision for children with specific dietary requirements</p>	HT & Govs. All Staff	
<p>Eliminate unlawful discrimination, harassment and victimisation</p> <p>Advance equality of opportunity</p>	Sexual Orientation		<p>Ensure that selection and recruitment procedures adhere to guidelines To continue to promote the message that we are all equal and that we are all different To promote respect for all through our ethos and curriculum To be welcoming to parents and families irrespective of their sexual orientation To address prejudice where it arises</p>	HT & Govs. All Staff	

PSED\* - Public Sector Equality Duty

# Springfield Infant School and Nursery

## Race Equality Policy

**Article 29 – Every child has the right to develop their personality, talents and abilities.**

### Introduction

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

### The general duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

### School Context

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

### Policy, Leadership and Management

This policy has been agreed by teachers, support staff and members of the governing body.

The head teacher and the governing body are responsible for ensuring that the policy is communicated, implemented and monitored.

The school aims statement includes a commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations.

All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;



- reprimand the perpetrator and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or deputy head teacher and inform of the action taken
- inform the class teacher(s) of both the victim and the perpetrator, then record what happened in the behavior book on the relevant form.
- inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the governing body by the head teacher.

## **Curriculum, Teaching and Assessment**

The diversity of our society is addressed through our curriculum planning mainly through RHE but all subjects contain opportunities for teaching about race equality and cultural diversity Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.
- regularly monitor resources to ensure that stereotyped and outdated images are not being used
- recognising and meeting the needs of those pupils whose first language is not English
- pupils should be given the opportunity to discuss and challenge racist issues e.g. through citizenship lessons or the school council.

## **Admission, Attendance, Discipline and Exclusions**

The school is committed to ensuring that all processes are fairly applied.

## **Pupils' Personal Development, Attainment and Progress**

Attainment is monitored across all subject areas for individual pupils.

Under achievement is address with differentiated work, and where appropriate, with additional input by support staff for within the school and from outside agencies. Support is allocated and monitored by the Inclusion manager in consultation with class teachers.

Achievement of all students is celebrated in several ways, including stickers, thumbs up trees and pegs, Robbie rhino, kindness tree and celebration of good work assembly.

## **Attitudes and Environment**

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
  - building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
  - having consistent expectations of pupils and their learning;
  - removing or minimising barriers to learning, so that all pupils can achieve;
  - ensuring that our teaching considers the learning needs of all pupils through our schemes of work and lesson planning;
  - actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
  - making clear to our pupils what constitutes aggressive and racist behaviour;
  - identifying clear procedures for dealing quickly with incidents of racist behaviour;
  - making pupils and staff confident to challenge aggressive and racist behaviour.
- Building positive links with community groups and utilising the expertise of people from local minority ethnic communities to ensure that the multicultural dimensions of the curriculum are fully developed.