



## Equality Policy and Plan

### Introduction

At Thelwall Community Infant School we ensure that inclusion is secured at the heart of our ethos and that it permeates through all our policies and practice. As such our school is committed to equal opportunities for all irrespective of gender, ability, ethnic origin, nationality, race, home language, religion, sexual orientation, gender re-assignment, family circumstances and age. We consciously provide an accepting, collaborating, stimulating and safe environment where everyone feels valued and is encouraged to develop their capabilities to the full in order to build and develop the highest possible standards of achievement and equip children with the skills and knowledge for life in the 21st century.

The purpose of this policy is to ensure that the principles of inclusion and equality of opportunity underpinning our school's ethos and aims, are accepted, understood and practised by all in school. It complements the range of policies linked to issues relating to the safeguarding of children and should be read alongside these with particular reference to the Special Educational Needs, Behaviour and Anti Bullying policies.

**This policy was reviewed in June 2022**

Signed \_\_\_\_\_ (chair of governors)

## **Equality Act**

The Equality Act (2010) has replaced all previous equality legislation including the Race Relations (Amendment) Act, the Disability Discrimination Act and the Sex Discrimination Act and aims to protect all pupils against discrimination because of their sex, race, disability, religion or belief and sexual orientation.

**The general duty has three parts which the school must pay due regard:-**

a) To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act b) To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it c) To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

**In order to fulfil the three aims of the general duty, the school has two sets of specific duties:**

a) To publish information which demonstrates their compliance with the act.

b) To prepare and publish specific and measureable objectives which they will pursue over the coming years to achieve the aims

These are set out in Appendix One

The school is also mindful of its duty to make reasonable adjustments and to maintain its **accessibility plan**.

## **Rationale**

At Thelwall Infant School and Nursery all pupils have an equal opportunity to 'Achieve through challenge, adventure and discovery.' Whilst teaching and learning are differentiated to meet individual needs, all pupils receive teaching across the full range of Foundation Stage Curriculum then National Curriculum subjects plus Religious Education. However the statutory requirements for children to be exempted from Religious Education and Collective Worship on parental request are observed. The school also recognises the essential role of our 'values' curriculum – the way in which the ethos of the school and its bearing on personal relationships and respect for all permeate school life. Feeling valued and respected themselves, children more readily accept and value others, creating an atmosphere of reciprocal respect. Through this and the broad, balanced curriculum which fosters the development of independent and interdependent learning skills, children receive the foundations needed to enable them to engage positively in our ever changing, richly diverse world.

Equality of opportunity for staff, including arrangements for their further professional development and access to funding for curriculum consolidation and innovation, is strongly upheld. The school follows Local Authority policy, procedures and guidelines when considering applicants for positions in school to ensure their equality of opportunity in the process.

The staffing profile, where possible, will reflect positive role models at all levels which take account of gender, race, disability, sexuality, age and relationship status.

### **Aims**

Thelwall Infant School and Nursery aims to be a fully inclusive school by endeavouring to:-

- Admit all pupils from our own locality and ensure barriers to attendance are reduced
- Ensure the school building provides full accessibility to all pupils and stakeholders
- Provide educational experiences of excellent quality for all children, which maximize their development and enables them to develop a positive self-image and grow in confidence
- Promote feelings of self-respect and equal respect for others
- Co-ordinate all forms of support seeking specialist support guidance where necessary
- Provide appropriate staff development opportunities to ensure all staff respond appropriately to pupil diversity
- Eliminate any form of bullying or discrimination, actively promoting equality of opportunity and positive community awareness and cohesion.

### **Guidelines**

Teachers plan and prepare for all children to have access to the appropriate full curriculum.

Children with special educational needs are identified by teachers and they regularly liaise with parents on an informal and formal basis. Personal Learning Plans (PLRs) and Care Plans are prepared for children on the Special Needs register. The Special Needs and Disability Co-ordinator liaises closely with class teachers and ensures that provision is appropriate. (see SEND Policy).

Pupil Premium Funding is used to directly benefit the children in receipt of Free School Meals (and those that have been in receipt of free school meals at some time during their school life). Provision is planned carefully to ensure the needs of these particular children are met. The school website contains a statement of how pupil premium is used.

The school curriculum often includes visits and activities undertaken outside the school grounds where costs are incurred. Parents are asked to make voluntary contributions, by instalments if desired, towards the costs, but no child is excluded for non-payment. Risk assessments are also undertaken by the team leader to ensure that the needs of each child are catered for and all are able to participate.

The home-school partnership is greatly valued particularly as a means of easing the transition of children into School and fostering mutual support of their learning throughout their time in school. Parents have equality of opportunity in terms of access to staff and involvement in the life of the school. All enquiries and concerns are promptly addressed with confidentiality being respected.

All staff consider the pervasiveness of gender and cultural stereotyping. Care is taken to avoid stereotyping in the resources presented to pupils, for example fiction books include male and female protagonists of differing abilities and from varying cultural backgrounds. Equally staff ensure they provide a curriculum and activity balance to diffuse traditional gender stereotyping. We appreciate that this may sometimes require positive discrimination and intervention to ensure that a balance is maintained for each individual or identified group.

The school's Behaviour Policy emphasises the centrality of respect and fairness. Teaching staff and Mid-day Assistants are sensitive in commenting on behaviour rather than personal characteristics in both censure and praise. Pupils understand that anti-social behaviour is wrong and are positively encouraged to respect the rights and choices of others by sharing resources, taking turns and listening to the opinions of others. Assemblies are of a moral nature and emphasise the importance of including everyone. Our curriculum, including our values curriculum and Religious Education, teach and reinforce our commitment to equality of opportunity and community cohesion both in their discrete teaching and through our continuous commitment to our school ethos. **All incidents of bullying are reported in line with Local Authority procedures.**

### **Racial Equality**

The school recognises that it plays a fundamental role in working towards racial equality in society. We seek to fulfil this role through promoting and valuing racial diversity and through eliminating racism.

We are aware that all children bring different experiences, beliefs, interests and strengths into school and that these influence the ways in which they learn. The school aims to capitalise on this, planning learning experiences to reflect and build on this diversity. Children from all minority groups are encouraged

to share their cultural and ethnic beliefs. All children learn to respect and value their own beliefs and those of others. In the classroom, children are grouped in a variety of ways to promote understanding and positive attitudes. The school supports children for whom English is an additional language and this may include seeking specialist help from outside agencies.

Recognising that our school is a predominantly white environment, careful curricular planning ensures children encounter and learn from other cultures and beliefs to prepare them for life in a diverse and multi-ethnic society. This is achieved through the use of stories, visitors working with children in school, visiting theatre groups and work in many curriculum areas. A rich and positive environment and curriculum fostering the individual's sense of self-worth and respect for others permeates the whole of school life. The expectation is therefore that racial harassment should not occur. **All racial incidents are reported in line with Local Authority procedures.**

### **Disability**

The school has an Accessibility Plan, paragraph 3 of schedule 10 to the Equality Act 2010. Please read this in conjunction with this policy. Staff and Governors seek to take a proactive approach so that both the curriculum and the physical building promote equality of opportunity.

Children who have any disability are sensitively integrated into mainstream school. An Individual Education Plan (I.E.P.) or Health Care Plan outlines the additional support received by the child. Disabled adults either students, staff, parents, governors or visitors receive help and courtesy from all in school to enable their participation in the life and work of the school at all levels.

### **Teaching and Learning**

Teachers plan for and deliver lessons which build upon and extend the diversity of individual experiences. Teaching is differentiated appropriately and delivered through a variety of strategies including whole group, small group, paired and individual work. Provision is also made for kinesthetic, visual and auditory learners.

All pupils have equal access to lessons and wherever appropriate the language experience of students outside school is built upon.

Staff are trained to plan for all pupils taking into account physical, emotional and behavioural needs within the class room.

Children are encouraged to value their own ideas as well as those of others. There are opportunities for them to work with and develop an understanding of different backgrounds, ethnicity, impairment, religion and gender.

Pupils at Thelwall Infant School and Nursery are encouraged to take responsibility for, and become actively involved in their own learning through:-

- receiving clear information about learning expectations and next steps
- interactive and thought provoking learning environments
- appropriate provision of resources to aid independent learning
- being given the opportunity to work in a variety of situations and present their work orally, in written form and through other media.

We encourage pupils to learn collaboratively by:-

- receiving support whenever necessary,
- contributing to whole school and classroom decisions
- willingly sharing knowledge and skills whilst recognizing the importance of every child having the opportunity to do so as demonstrated through our PSE curriculum
- assessment for learning and our target setting process.

The school has a well developed tracking system that is used to evaluate children's progress and identify individuals or groups needing targeted support.

All children have equal opportunities to access clubs and individual needs are catered for. Careful planning of Educational Visits ensures all children are included.

### **Resources**

Staff are made aware of specific resources provided to support and enhance pupil learning and promote effective response to diversity. Resources e.g. use of Teaching Assistants and IT resources are used discreetly wherever possible to minimize pupil categorization.

Wherever possible, the diverse experiences of individual pupils and members of the wider community are used as a resource for teaching and learning.

## **Health and Safety**

The school has a Health and Safety Policy which all staff follow. Risk assessments are undertaken for individuals or specific areas of the school as deemed appropriate.

Monitoring and Evaluation Takes place both implicitly and explicitly through observations, governor visits, parental feedback, pupil perception, surveys, staff meetings and school self reviews.

<b>Category of Information</b>	<b>Our Provision</b>	<b>Actions</b>
<b>Data about School Population and Difference in Outcome</b>	All data is broken down by year group, gender, ethnicity, proficiency in English, SEND and Pupil Premium entitlement.	Continue to monitor outcomes for all groups of children to check for trends.
	Pupil progress is monitored termly and intervention put in place where necessary	Continue to monitor progress of all pupils termly and ensure effective intervention Ensure intervention opportunities include access to after school clubs and PSHE programmes e.g. 'talk about' where necessary.
	All children with additional needs have and IEP or EHC plans	Continue to monitor impact of PLPS and EHC plans
<b>Documentation and Record Keeping</b>	The equality policy and plan are available on our school website.	Ensure up to date policies are on the website
	The Headteacher includes information on the attainment and progress of groups of children in the termly report to governors. The report also includes any bullying incidents, racial incidents, safety incidents and updates on SEND and safeguarding.	Continue to report termly to governors
<b>Responsibilities</b>	The Headteacher and SENDCo have responsibility for equalities.	
<b>Staffing</b>	Safeguarding and SEND training is facilitated for the responsible leaders, teachers, TAs and governors	Ensure relevant training is undertaken and staff and governors are kept up to date.
	School practice in recruitment and promotion of staff promotes equality of opportunity	Continue to follow guidance on recruitment. Continue to ensure a governor as well as the HT and DHT have safer recruitment training.
<b>Behaviour and Safety</b>	Behavior and anti-bullying policies are embedded in school and promoted through assemblies, the values curriculum and special events such as anti-bullying week.	Continue to monitor implementation of the policies and update when necessary
	All parents sign a home school agreement and safe use of internet agreement	Continue to monitor the children's use of the internet and record incidents in accordance with the safety policy.



<b>Curriculum</b>	Focused attention is given to the needs of individuals and groups of children e.g. LAC, SEND and PP children and any necessary adjustments to the curriculum are made	Continue to meet the needs of individuals through regular review of provision e.g. Nurture Group and deployment of staff.
	The schools values curriculum promotes mutual respect and celebration of diversity. It also promotes the British Values.	Embed the British values element of the values curriculum.
	The RE curriculum ensures children develop an understanding of differences in beliefs, through looking at a range of celebrations and traditions from religions including Christianity and Hinduism.	Continue to monitor the delivery of the new RE syllabus. <b>Extend range of visits e.g. visits to other places of worship</b>
<b>Consultation and Involvement</b>	The staff and governors are regularly consulted on matters relating to the promotion of equality through staff/governor meetings. Parents are consulted through parent questionnaires, parent evenings and individual meetings with parents. Children are consulted through the school council	<b>Consult with staff, governors, parents and children regarding any priorities linked to equality for the SIP</b>
	The children raise money during the year to be given to a chosen charity for the year	
<b>Physical Access</b>	The resource management committee monitor the accessibility plan and make recommendations to the Governing Body.	Continue to monitor the accessibility plan and ensure aims are met wherever possible