

# BURLINGTON INFANT AND NURSERY SCHOOL

## **POLICY TITLE: Equality Information and Policy Statement**

**Persons with Responsibility:** Su Yay-Walker (Headteacher)

### **Key Legislation:**

Equality Act 2010

### **Associated Documents and Policies:**

School Bus template  
Accessibility policy and plan  
SEND Policy  
DFE Single Equality Scheme Guidance

### **Policy History:**

<b>Issue No.</b>	<b>Date</b>	<b>Author</b>	<b>Summary of Changes</b>	<b>Next Review Date</b>
1	Aut 2023	SYW	New format	Policy - Autumn 2026 Equality information - 2024

**Approved by Governors at a meeting on :** \_\_\_\_\_

**Please refer to signed minutes of this meeting**

### **Equality Statement**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for our stakeholders with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations in our community.

# Equality Information and Statement

## Opening statement

At Burlington Infant and Nursery School, we welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

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

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

## Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Adopting the Fundamental British Values through the curriculum and ethos of the school.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

## Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

- Our pupils are taught to:
- Be understanding of others
- Be celebratory of diversity
- Be eager to reach their full potential
- Be inclusive
- Be aware of what constitutes discriminatory behaviour
- Champion the Fundamental British Values:
  - Democracy
  - Rule of Law
  - Tolerance of difference cultures and beliefs
  - Mutual respect
  - Individual Liberty

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example
- Seek training if they need to improve their knowledge in a particular area
- Adhere to the school's policies including:
  - Staff Code of Conduct
  - Whistle Blowing Policy
  - Low Level Concerns procedures (as part of the Safeguarding Policy)

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days/weeks/months
- Inviting guest speakers reflecting the diverse cultures of the school community to talk to pupils, as role models
- Incorporating lessons that celebrate diversity into the curriculum
- Continually reviewing curriculum maps to ensure the curriculum celebrates the cultural diversity of the school community
- Ensuring displays promote positive images of children, women and men, and all groups identified by 'protected characteristics' under this policy.

## Equality and dignity in the workplace

The Equality Act protects people from discrimination on the basis of their '**protected characteristics**'. We do not discriminate against staff with regard to their:

- Age
- Disability
- Gender or gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race, including colour, nationality, ethnic or national origin
- Religion or belief
- Sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

## Inclusion

- Our admissions policy does not discriminate against any group. Children with additional needs and who meet the local authority criteria may receive support with transition as appropriate in discussion with our Inclusion Leader.
- Attendance is monitored to identify any individual or group where attendance is low, steps are taken to support improvements, in line with our attendance policy.
- The curriculum is carefully designed, and delivered through 'Quality First Teaching' which ensures that all children are able to access the learning equally, and put in place additional support where appropriate.
- Any gaps in learning will be identified, discussed and addressed through evaluation during weekly planning meetings. We aim to promote equality of opportunity by challenging stereotypes, fostering a positive disposition to learning by valuing different learning styles and preferences. We value each child as unique individuals with different strengths and interests, and will aim to plan according to their interests to support them in their learning.
- All children are encouraged to borrow books from their classrooms and the library. We ensure that our range of books include books written in home languages of our families, and contain positive images of different groups of children and families.
- Children's attainment and progress is monitored individually and analysed by different groups e.g. by gender, SEND, PPG, EAL, any differences are highlighted and can then be addressed.
- Interpreters and translation services are used when needed to support meetings and a translation tool is available on the school website.
- We follow the Royal Borough of Kingston's Safer Recruitment policy and procedures which includes completing the Recruitment Monitoring Form. This collates equalities information about all applicants so that any discriminatory practise is clearly visible.
- The Pay Policy sets out the processes for deciding pay, including grievance procedures concerning pay and/or conditions as well as the appeals procedure.
- Incidents of bullying and harassment of children, staff and visitors particularly related to any groups identified by this policy should be reported to the head teacher or a member of the senior management team, as should racist or sexist incidents or remarks. Racist incidents are recorded and reported to the governing body and to RBK, as described under 'Statutory Responsibilities'. Any actions are agreed at the governing body meeting.

- We will make reasonable adjustments for children, staff and visitors to make sure that the school environment is as accessible as possible.
- As policies are reviewed and developed they will be revised in accordance with this policy. All school policies refer to this policy for guidance.

### **Closing statement**

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community. Although we believe all people are equal, we respect and celebrate their differences. We recognise that equality does not necessarily mean the same for all.

## Equality Information 2023

### Information about the school population

This information is taken from the most recent school census undertaken on 5th October 2023. Number of children on roll at the school is 456. There are 348 children in (YR-Y2), 40 full time children and 52 part time children in the Nursery. There are 16 x 2 year olds on roll.

### Information on children by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics.' Every person has some of the characteristics so the Act protects everyone against unfair treatment.

**Data** Whole school data = YN, YR, Y1, Y2

<b>Children with Special Educational Needs</b>	
	<b>Whole school (% in brackets)</b>
<b>SEND (including EHCP)</b>	63 (13.8%)
<b>EHCP</b>	4 (0.9%)

<b>Ethnicity</b>	
	<b>Whole school %</b>
Albanian	1.1
Any other black background	0.2
Any other mixed background	7.5
Bangladeshi	1.3
Black - African	1.8
Black Caribbean	0.4
<b>Chinese</b>	<b>5.0</b>
<b>Indian</b>	<b>5.3</b>
<b>Korean</b>	<b>6.6</b>
Kosovan	0.4
Other Asian	6.1
Other ethnic group	3.1
<b>Pakistani</b>	<b>5.7</b>
<b>Sri Lankan</b>	<b>7.9</b>
<b>White - British</b>	<b>22.6</b>
White European	6.6
White Other	7.7
White and Asian	6.8
White and Black African	2.2
White and Black Caribbean	1.8

<b>Gender</b>	
	<b>Whole school %</b>
<b>Male</b>	47.8
<b>Female</b>	52.2

<b>Religion and Belief</b>	
	<b>Whole school %</b>
Anglican	0.2
Buddhist	3.1
Christian	24.6
<b>Hindu</b>	<b>10.5</b>
Jewish	1.1
<b>Muslim</b>	<b>18.9</b>
No Religion	33.3
Other Religion	0.9
Refused	0.2
Roman Catholic	6.6
Sikh	0.7

<b>Children with English as an additional Language (EAL)</b>	
	<b>Whole school</b>
Number of children with EAL	285
Percentage of school population	62.5%

<b>Home Language</b>	
	<b>Whole School %</b>
Albanian	1.5
Arabic	3.1
Bengali	1.8
<b>Chinese</b>	<b>5.7</b>
English	44.3
French	1.5
Hindi	1.3
<b>Korean</b>	<b>7.9</b>

Persian	1.1
Polish	1.1
Romany	2.0
Sinhala	1.8
<b>Tamil</b>	<b>8.1</b>
Turkish	2.2
<b>Urdu</b>	<b>5.5</b>
Other	11.1

47 home languages spoken across the school contribute towards 56% of our whole school community.

<b>Children eligible for the Pupil Premium Grant (PPG)</b>	
	<b>Whole school</b>
PPG	62
Percentage of school population	17.8%
Early Years PPG (EYPP)	8
Percentage of EYPP in YN	7.4%

### **Consultation and engagement**

We aim to consult with staff, children and parents so we can improve our information, see the impact of our policies, develop our equality objectives and improve what we can do.

Our main activities for consulting and engaging are;

- General parent surveys annually
- Focussed surveys as and when needed
- Daily contact and feedback
- Coffee mornings/Parent Information Mornings
- Parent comments in reading records and learning journeys
- Weekly newsletter to parents
- Weekly meetings with staff
- Weekly meetings with senior leaders
- Termly parents consultations and annual school reports.
- Appropriate consultation with staff, governors and parents over school priorities, school policies etc.
- School website
- School council, Learning council and Eco council with children
- Tapestry
- Parent reps/forums

## **Equality Objectives 2023-2024**

To identify and address gaps across all areas of the curriculum.

- **All subject leaders to review curriculum content for each topic, ensuring that the curriculum choices represent the diverse community of the school.**
- PPG Leader and Year leaders to monitor and track the progress of all PPG children through termly PPG Pupil Progress meetings with teachers in own year group teams to identify and review support and interventions
- Direct early intervention work with parents to be carried out in YN and YR to support children with difficulties in Communication and Language, and Literacy – Rhyme Time, Sunrise Singers, PPG family workshops and targeted Family Learning support
- Music focus in the Early Years to support the development of Communication and Language (Listening and Attention)
- Same day interventions for identified children following Maths and English lessons.
- Access to music tuition for PPG children - lunch time recorder club
- 1 to 1 Beanstalk readers for PPG and Lower Attaining children – additional reading and phonics support
- Catch-up interventions to target Phonics, Maths and Writing across KS1 and YR
- Additional access to resources for PPG children, e.g. free books, free clubs/trips, uniform assistance.
- SEN - Edukey to measure and track progress of SEN and Lower Attaining children

### **Information about our employees**

If there are more than 150 employees, we are required to publish information about them. We currently have 83 employees.

We follow the Royal Borough of Kingston's Schools Human Resources policy and procedures for recruitment which includes completing the Recruitment Monitoring Form. This collates equalities information about all applicants so that any discriminatory practice is clearly visible.

### **Gender**

The majority of our employees are women. We currently have 2 men on our staff. We look forward to receiving strong applications from more men in the future.

### **Ethnicity**

Our staff are from a range of ethnicities and speak a range of languages and we value this diversity. A number of staff support the school translating letters and interpreting from English to Home languages (and vice versa) during meetings.

### **Religion**

Our staff have a range of religious beliefs and these are respected and valued.

### **Disability**

We currently have 0 disabled staff. Where we have had staff with physical disabilities in the past, we consulted with Occupational Health and Health and Safety to make reasonable adjustments in the workplace.

**Recruitment Monitoring 2022/2023**

**Number of Posts Advertised:**

5
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**Overall Responses:**

	Gender		Disability	
	Females	Males	Declared	Not Declared
Returned	23			23
Shortlisted	14			14
Appointed	3			3

Ethnicity	White British	Other White	Mixed Carib	Mixed Asian	Other Mixed	Indian	Pakistani	Bangladeshi	Other Asian	Chinese	Other	Black African	Black Caribbean
	Returned												
Shortlisted													
Appointed													

NB - No ethnicity details able to be collected during 22/23 due to a new application form being used, these details were not requested on the new style form - we have now returned to using the older style form in order to be able to collect this information.