

BURLINGTON INFANT AND NURSERY SCHOOL

POLICY TITLE: Equality Policy

Persons with Responsibility: Michelle Docwra

Key Legislation:

Equality Act 2010

Associated Documents and Policies:

Accessibility policy and plan
SEND Policy
DFE Single Equality Scheme Guidance

Policy History:

Issue No.	Date	Author	Summary of Changes	Next Review Date
1	Feb 2016	SYW		Autumn 2016
2	Sept 2016	SYW		Autumn 2017
3	Oct 2017	SYW		Autumn 2018
4	Jan 2019	SYW		Autumn 2019
5	Aut 2019	SYW		Autumn 2020
6	Aut 2020	SYW		Autumn 2021

Approved by Governors at a meeting on :

Please refer to signed minutes of this meeting

Burlington Infant and Nursery School

Equality Policy

Inclusion Statement

At Burlington Infant and Nursery School, we are committed to ensuring equality of education and opportunity for all children, staff and all those receiving services from the school. We believe that diversity is a strength of our community, which should be respected and celebrated by all those who learn, teach and visit here. We aim to develop a culture of inclusion and diversity in which people feel free whether or not to disclose their gender, age, race, ethnicity, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, political belief, economic circumstance or immigration status, and to participate fully in school life. The Equality Act protects people from discrimination on the basis of these '**protected characteristics**'. Every person has some of the characteristics so the Act protects everyone against unfair treatment.

Statutory Responsibilities: Equality Act 2010

The Equality Act 2010 replaces the existing anti-discrimination laws with a Single Act.

The Governing Body must comply with its general duties under the Sex Discrimination Act 1975, Race Relations Act 1976 and Disability Discrimination Act 1995. It must comply with any amendments, specific duties in subordinate legislation and the requirements of the statutory codes of practice made under these Acts. We have a statutory duty to record and report all racial incidents on a termly basis to the Governing Body and RBK. Any actions are agreed at the governing body meeting.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect (12 months or longer) on that person's ability to carry out normal day to day activities.'

The progress and attainment of all children will be monitored and we will use this data to raise standards and ensure inclusive teaching and access to relevant services. The school gathers information about significant differences in attainment between different groups of children through our assessment data.

Aims

- To ensure that we provide a safe and happy environment where all people involved feel enabled to enjoy the setting free from any behaviour that injures, discriminates and offends, and reach their full potential in an atmosphere where they feel safe, respected and valued.
- To ensure that all behaviour that injures, discriminates, and offends is dealt with through consistent strategies and discussion with all the people involved.
- To ensure that we promote equality of opportunity and promote good relations between people of different groups through working towards a society in which there is a common vision and sense of belonging by all communities.
- We are opposed to discriminatory attitudes and practices and less favourable treatment of any person with regard to differences as described in this policy.

- Although we believe all people are of equal worth, we must respect and value their differences. We recognise that equality does not necessarily mean the same for all.
- We are fully committed to the active promotion of equal opportunities and race equality in our employment practices, in our work in the school and in the provision of all our services.

Strategies to Achieve our Aims

- 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 differentiated to support different levels of ability and interests and to include children who speak English as an additional language and children with additional needs e.g. language groups, individual support.
- 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. boys, girls, 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 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 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 should be 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 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.
- Displays will promote positive images of children, women and men, and all groups identified by 'protected characteristics' under this policy.