

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:

Issue No.	Date	Author	Summary of Changes	Next Review Date
1	Aut 2023	SYW	New format	Policy - Autumn 2026 Equality information - 2024
2	Aut 2024	SYW	Reviewed equality information only	Policy - Autumn 2026 Equality information - 2025

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 Statement and Information

Opening statement

At Burlington Infant and Nursery School, we strive to ensure that everyone in our school community is given fair and equal opportunities to develop their full potential and participate in our school community. The school's equality duties are:

1. Eliminating discrimination
2. Fostering good relationships between people who share protected characteristics and people who do not share it
3. Advancing (promoting and enhancing) equality of opportunity between people who share protected characteristics and people who do not share it

Protected Characteristics

We will not tolerate discrimination against, harassment or victimisation of any staff member, 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.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. We aim to eliminate discrimination by adopting an inclusive ethos and curriculum that teaches pupils to celebrate diversity and difference, and to develop mutual respect and acceptance of others. 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.

1. Eliminating discrimination

Eliminating discrimination	
Actions	Evidence
The school's Accessibility Plan is updated every 3 years	Accessibility Plan
The governing body actively aims to recruit members from diverse backgrounds and includes both male and female representatives to accurately reflect the school's	Governing Body information on

community.	school's website
The school ensures that reasonable adjustments are made for any staff member or pupil with a physical disability or mental health to better meet their needs and ensure that any disadvantages are addressed.	Accessibility plan Mental Health and Wellbeing Policy
School policies are committed to ensuring that discrimination is challenged and that all pupils and staff are treated fairly. All policies include an Equality Statement.	Behaviour Policy Staff Code of Conduct Parents and Visitors Code of Conduct
The school's 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.	Admissions policy
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 practice is clearly visible.	Safer Recruitment Procedures. Recruitment data analysis

2. Fostering good relationships across all characteristics

Fostering good relationships across all characteristics - between those who share a protected characteristic and those who do not	
Actions	Evidence
Any incident of discrimination, intolerance or disrespect of people of different faiths, cultures, ethnicities or any protected characteristic is always challenged directly. Any incidents of racism are reported to the HT, the governing body and the Local Authority (RBK).	Behaviour Policy Staff Code of Conduct Parents and Visitors Code of Conduct
<p>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. In addition, the school is committed to:</p> <ul style="list-style-type: none"> Continually reviewing curriculum maps to ensure the curriculum celebrates the cultural diversity of the school community Ensuring displays and resources promote positive images of children, women and men, and all groups identified by 'protected characteristics' under this policy. Inviting guest speakers reflecting the diverse cultures of the school community to talk to pupils, as role models An age appropriate PSHE curriculum that teaches children about safe relationships, behaviour including tolerance and respect, and British Values Special themed days and weeks are held throughout the year to celebrate a range of festivals and cultures from around the world, to reflect the diversity of the school community. 	Curriculum maps PSHE curriculum map and planning (Jigsaw) School website and newsletters
The Senior Leadership Team regularly lead assemblies that celebrate diversity, British Values and the importance of equality to ensure understanding.	Assembly plans and PSHE themes

3. Advancing equality of opportunity

Advancing equality of opportunity between people who share a protected characteristic and those who do not	
Actions	Evidence
Children's attainment and progress is monitored individually and analysed by different groups e.g. by gender, SEND, PPG, EAL, any gaps are highlighted and can then be addressed. Pupils are offered additional support where appropriate..	Pupil Progress meetings Termly data Intervention records
Interpreters and translation services are used when needed to support meetings and a translation tool is available on the school website.	SEN and Safeguarding meeting minutes
Ensuring there is no significant gap between the attainment of boys and girls.	End of year data
Additional access to resources for PPG children, e.g. free books, free clubs/trips, uniform assistance, music tuition.	PPG strategy and report
1 to 1 Beanstalk readers for PPG children – additional reading and phonics support	Intervention records

Equality Information 2024

Information about the school population

This information is taken from the most recent school census undertaken on 3rd October 2024. Number of children on roll at the school is 457. There are 350 children in (YR-Y2), 40 full time children and 51 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

Children with Special Educational Needs	
	Whole school (% in brackets)
SEND (including EHCP)	80 (17.5%)
EHCP	6 (1.3%)

Ethnicity	
	Whole school %
Albanian	1.3
Any other black background	0.0
Any other mixed background	6.3
Bangladeshi	1.1
Black - African	2.4
Black Caribbean	0.4
Chinese	5.7
Indian	5.5
Korean	5.5
Kosovan	0.2
Other Asian	4.8
Other ethnic group	3.1
Pakistani	4.6
Sri Lankan	7.0
White - British	25.2
White European	7.7
White Other	7.4
White and Asian	7.7
White and Black African	2.2
White and Black Caribbean	2.0

Gender	
	Whole school %
Male	49.2
Female	50.8

Religion and Belief	
	Whole school %
Anglican	0.2
Buddhist	3.7
Christian	22.1
Hindu	10.1
Jehovah's Witness	0.2
Jewish	0.7
Muslim	20.1
No Religion	33.9
Other Religion	1.8
Refused	0.4
Roman Catholic	6.3
Sikh	0.4

Children with English as an additional Language (EAL)	
	Whole school
Number of children with EAL	296
Percentage of school population	64.8%

Home Language (those with >1% in our school)	
	Whole School %
Albanian	1.5
Arabic	2.4
Bengali	1.5
Chinese	5.0
English	56.5
French	1.1
Korean	5.9

Romanian	3.3
Tamil	4.8
Turkish	2.8
Urdu	3.5
Other	11.7

46 home languages spoken across the school contribute towards 43.5% of our whole school community.

Children eligible for the Pupil Premium Grant (PPG)	
	Whole school
PPG	50
Percentage of YR-Y2 school population	14.3%
Early Years PPG (EYPP)	16
Percentage of EYPP in YN	15.0%

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

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 2023/2024

Number of Posts Advertised:

7

Overall

Responses:

Gender

Disability

	Females	Males	Declared	Not Declared
Returned	26		0	0
Shortlisted	18		0	0
Appointed	10		0	0

Ethnicity	White British	Other White	Mixed Carib	Mixed Asian	Other Mixed	Indian	Pakistani	Bangladeshi	Other Asian	Chinese	Other	Black African	Black Caribbean
Returned	7	1		1	1	1	1		6	3	5		
Shortlisted	4	1		1	1	1	1		4	2	3		
Appointed	3	1		0	1	1	1		1	1	1		