

Melbourne Infant School

Equality plan

Reviewed at: Teaching and Learning Committee

Review Frequency: Every 4 years

Last Reviewed: Summer 2024

Next Review: Summer 2028

Melbourne Infant School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by Melbourne Infant School's governing body with the help of the Headteacher in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **special educational needs policy**, **admissions policy**, **anti-bullying policy** and the **behaviour policy**.

These policies can be found on our website: <https://melbourne-inf.derbyshire.sch.uk/our-school/policies>

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed every four years, or any time there is an update or change to legislation on age, sexual orientation, religion and belief, or transgender equality, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

School profile

- MIS is a smaller than average Infant school.
- There is a lower than average percentage of pupils' eligible for Free School Meals (9%).
- The proportion of children that speak English as an Additional Language is below the national average (3%).
- The majority of pupils are from a white British heritage.
- The percentage of pupils with SEN support (5%) is lower than National.
- The percentage of pupils with EHCPs (2.5%) is lower than National.
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Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Head Teacher has the day-to-day responsibility for coordinating the implementation of this scheme.

The governing body

The governing body will

- create and approve this policy with the help of the Headteacher and ensure that it is adopted correctly throughout the school
- ensure the school complies with all equality legislation and that the school's equality objectives complement the *Every Child Matters* outcomes for children
- monitor and evaluate the effectiveness of the equalities plan *on a regular basis* and make any amendments to improve on the plan when and where necessary

The headteacher and senior leadership team

The headteacher, with the support of the rest of the senior leadership team, will:

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school website:
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **behaviour and anti-bullying policies**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

Pupils

Pupils at the school will:

- show our STAR standards
- adhere to our school behaviour policy
- tell a grown up if they have that "uh-oh" feeling
- be respectful to their peers and staff in school

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- promote a positive attitude towards equality at home

- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality when visiting the school.

Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race**
- **Disability**

You can find all the information about our school's SEN provision including our provision for inclusion in the school's **SEN policy** and the school's **accessibility plan**.

- **Gender and transgender**
- **Religion or belief**
- **Sexual orientation**

Promoting equality and social awareness in school and within the local community

Community cohesion

The school expects all of its community – parents/carers, children and staff – to act respectfully towards members of the wider community that the school is part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's **SEN policy**.

All children have the opportunity to apply to be a playground buddy in Year 2, where they can support the younger/ any child who needs support in school.

Pupil voice

Through our support of student voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

SHINE Time, class and pupil surveys, voting activities allow the children to have their voices heard in a range of situations.

Recruitment

Melbourne Infant School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion,

age, disability, marital status or sexual orientation. Melbourne Infant School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

More information about our recruitment procedures can be found in the Derbyshire County Council's **recruitment and selection policy**.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Staff discipline and suspension

Melbourne Infant School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through Derbyshire County Council's **staff discipline, conduct, and grievance policy**.

The education and wellbeing of our pupils is our main priority. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The school **behaviour policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Read our school **attendance and behaviour policies** for more information on the processes surrounding these topics.

The curriculum

As part of our PSHE Curriculum and in wider opportunities across the school, for example assemblies, global learning events, the variety of books in school, all promote equality and diversity. It is embedded throughout the curriculum.

Monitoring and review

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and

participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered through:

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

At regular intervals throughout the year the head teacher will provide monitoring reports, within the context report and Headteacher report for review by the governing body. These will include:

- school population
- recruitment and retention
- key initiatives.

Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

Equality impact assessments

Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

This policy will be reviewed:

- at regular intervals (*recommended review period is four years*)

- after incidents that relate to, or impact on, equality in school
- after any significant changes to workplace, working practices or staffing.