



Sitwell Infant School

Single Equality Policy

Statement of intent

Sitwell Infant School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every child receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our children. We are committed to supporting and celebrating all children's individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of children with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Children with Medical Conditions Policy
- Attendance Policy
- Relationships and Health Education Policy
- Safeguarding inc Child Protection Policy
- Complaints Procedures

Roles and responsibilities

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure children and potential children will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for children.
 - How children are provided with access to benefits, facilities and services.
 - The exclusion of a child or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the Headteacher.

The Headteacher will:

- Implement and champion this policy, ensuring that all staff and children apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for children who require immediate interventions, parental assistance and personal counselling.

Staff will:

- Be alert to the possible harassment of children, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all children, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

Protected Characteristics

We will not discriminate against, harass or victimise a child, or prospective children, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.

We will not discriminate against a child, or prospective children, because of a characteristic related to a person, such as a parent, with whom the child or prospective children is associated.

We will not discriminate against a child, or prospective children, because of a characteristic which they are believed to have, even if the belief is mistaken.

The Public Sector Equality Duty

We will meet our duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding children who have any of the protected characteristics outlined in section 3.
- Equality objectives (at least every four years) outlining how we may further equality in our school.

There are some protected characteristics where statistical data is less likely to be readily available, and children will not be pressured into providing information related to any characteristic which they may identify with.

Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.
- Strive to ensure that society will benefit.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our children and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

We will ensure that the whole school community is aware of the Single Equality Policy and our equality information and equality objectives by publishing them on newsletters, in the prospectus and on our website.

Promoting inclusion

We will promote inclusion and equality at our school through:

- Ensuring that children are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in children an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose children to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all children, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a child from a particular social or racial group, or with SEND.

Monitor and Review

Every four years, or sooner if we feel necessary, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

*This policy will be reviewed annually in the Summer term.
Summer 2024*