



Suppose, Imagine, Succeed

STUDLEY
Infants' School

Equality Objectives Review for 2025-2026

Foreword

Studley Infants' School aims to ensure that every child and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as children, parents and school governors.

Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

Under the general duty, schools must exercise 'due regard' in respect of each of the nine protected characteristics to: (1) eliminate unlawful discrimination and harassment; (2) advance equality of opportunity; and (3) foster good relations between different groups.

Review of the six objectives

1. To promote equality of opportunity for all with respect to gender, gender reassignment, sexual orientation, race, age, social class, disability, pregnancy, maternity, religion and belief

- Studley Infants' School ensures that appropriate job vacancies are widely advertised to promote the diversity of candidates.
- In all staff appointments, the most suitable candidate is appointed on professional criteria, with the recruitment process ensuring that the school's statutory obligation towards safeguarding of children and safer recruitment procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.
- We are committed to safer recruitment to ensure that staff we employ are protected from discrimination. Four staff members/governors are trained in 'Safer Recruitment' and at least one member of the recruitment panel will have had this training.
- We have a maternity and paternity leave policy that ensures equal opportunities on return to work, this is overseen by the Governing body sub-committee, Resources.
- Our Admissions Policy adheres to the Warwickshire admissions policy, appeals are also handled by the Local Authority. The admissions criteria ensure discrimination is eliminated.
- The school has a Flexible Working Policy to ensure that where possible flexible working will be accommodated subject to the criteria within the policy.
- School provided food vouchers for children on Free School Meals, They also continued through the holiday periods.
- Governors and SLT attended Equality Awareness Training led by the LA in September 2020

2. To prepare all young people for life in a multicultural, multi- faith society in Britain, Europe and the world.

- We promote a positive self-image in all children and respect their individuality, providing for all pupils according to their needs. This is through opportunities within our curriculum such as: visitors to the school from other cultures or religious backgrounds; faiths celebration days e.g. Diwali, Pentecost, Christmas, Chinese New Year.
- Weekly PHSE
- New books celebrating diversity were purchased to celebrate a wider variety of famous people who have made a difference to the world through their work.
- A commitment to introducing children to a range of faiths and celebrations, recognising the limited multicultural diversity within the community in which they live and are educated.

3. To ensure that the needs of pupils with physical and/or learning disabilities are fully addressed.

- Staff identify the needs of all children early in each school year through assessment and review.
- Specific targeted interventions take place throughout the school the impact of these are reviewed and monitored regularly with adaptations implemented where necessary. For example, SEND children with physical disabilities are included as far as possible, making a reasonable adjustment to accommodate their needs.
- Families with Children who are Looked After (CLA), provision was made for them in the school setting. Personal Education Plans (PEPs) were discussed and completed in conjunction with the Virtual School Lead.
- SEND Policy, SEN School Information Report, Pupil Premium Policy, Promoting British Values are reviewed annually and ratified by the full governing body. These policies ensure that the needs of children with physical and/or learning disabilities are fully addressed. These policies are available on the school's website.
- The school works with external agencies (such as RISE, formerly CAMHS, education psychologists, Speech and Language therapy, specialist teaching service and play therapists) to ensure children receive the specialist support they require.
- Pupil profiles ensure that the progress of SEND children is tracked and monitored throughout their school life.
- The school has raised the profile of the Resource Provision Base and the SENDco is working with the staff and parents to make it fully integrated in school life. There has also been an external audit and validation of provision from the LA. The school works closely with other Resource Provision staff to ensure a high quality provision for the children.
- Consistent use of widget lanyards and Zones of Regulation to make sessions accessible for all.
- Quote from Harbour parent:
- *'I'm genuinely heartbroken he can't stay with you. He is a completely unrecognisable boy to the one he was this time last year and I'll never be able to thank you all enough for your kindness and approach to him.*
- *It really has made a significant impact on all of our lives. '*
- Quote from outside agency working with our children:

- *'All three boys have been a pleasure to work with, both weeks they have engaged in the session, been polite and worked incredible well as a team, showing both support and kindness to each other. They are a true credit to your school. Please pass on my comments to their parents and teachers.'*

4. To respond positively to the needs of pupils, parents and staff with English as an Additional Language (EAL).

- School currently has 3 children with English as an Additional Language.
- School is aware of systems to support translation when needed, including using adults across the MAT able to translate for parents.

5. To eliminate any discriminatory practices and reduce prejudice as much as possible.

- At Studley Infants' School we monitor academic achievement by analysing results and other relevant pupil data by gender, race, ethnicity and any other vulnerable groups. This enables us to ensure that any gaps in attainment are identified early and acted upon.
- All children have work celebrated either around the school through displays or during weekly celebration assemblies during the school year.
- Head Teacher stickers are given to children who display positive learning dispositions including perseverance, collaboration, resourcefulness and reflectiveness.
- Staff ensure that displays around the school reflect a variety of positive images.
- Staff are aware of the needs of each individual and caters for them appropriately. Every day is a new day and children are not prejudged on prior behaviour. All staff speak in the same manner to all children, avoiding bias when praising or disciplining through use of school systems. Praise is given for effort and is specific and meaningful to the child.
- The Behaviour and Relationships Policy is based on a restorative approach. This is rooted in kindness and reflection.
- The introduction of Thrive into classrooms and Thrive groups has supported self-regulation and incidents of high level behaviour.
- Attendance is monitored by the Headteacher and the attendance governor, using criteria set out in the Attendance Policy. Leave of absence is granted for exceptional circumstances ensuring that no group is disadvantaged or discriminated against as a result of the decision made.

6. To promote positive attitudes towards the richness provided by individual diversity and cultural variety.

- At Studley Infants' School, diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. In promoting diversity we meet different needs creatively to ensure opportunities are available to all and every child's potential is fulfilled.
- We treat all of our school community with respect and kindness:

Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences.

Our school governors are welcomed into school and work in partnership with other staff members.. The PTA are supported through meetings and volunteers from the school staff to assist with events.

- In school we provide a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.
- Half termly international days to celebrate different cultures are planned and these are supported with regular international assemblies.
- **Our PSHE Curriculum delivered through Jigsaw promotes:** relationships, health and Well-being, responsibilities, keeping healthy, taking risks, living in the wider world, celebrating difference, different emotions, who can help us, working together, valuing difference, understanding and practising democracy, stereotypes, healthy lifestyles, managing feelings, lifecycles, safety online, communication and participation, peer pressure, , discrimination and equal opportunities, saying no, managing risk and change, cyberbullying and personal safety.

7. Our RE curriculum teaches:

Religious education in the foundation stage:

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness. RE planning uses the Warwickshire RE Syllabus.

The aim(s) of RE

The threefold aim of RE at Studley Infants elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Review completed December 2025