



Single Equality Policy

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Referenced policies: Anti Bullying, School Development Plan,
Recruitment, Safeguarding

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This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Upton Infant School will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, and governors in addition to visitors to the school.

Legal framework

Duties as identified in the Equality Act 2010 and its schedules. There are nine equality strands (known as Protected Characteristics):

- disability;
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Upton Infant School will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Upton Infant School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and will publish relevant information on the school's website on our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.

Good Practice

1. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the LA. We monitor and log incidents that discriminate against children and young people or adults in

our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

5. Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- sexual identity.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging 'Being More Brilliant'.

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism or homophobia.

Principle 8: Society as a whole should benefit

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 9: Objectives

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

Arrangements, Roles and Responsibilities

1. The equality objectives for the school will be set out formally and are referenced in the Governing Body minutes. They will be reviewed annually, and refreshed on a four year cycle.
2. The equality employment information will be monitored and reported to the Governing Body on an annual basis.

3. The school will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2011.

Curriculum

4. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.
5. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
6. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

Staff and Governors

7. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
8. A member of the Governing Body has the role of monitoring the implementation of this policy.
9. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
10. A senior member of staff has day-to-day responsibility for co-ordinating implementation of this policy.
11. All staff are expected to:
 - adhere to this policy;
 - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
 - deal with any prejudice related incidents that may occur;
 - plan and deliver curricula and lessons that reflect our Guiding Principles ;
 - provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
 - undertake or support Equality Impact Assessment (Equality Analysis) processes;
 - attend appropriate training that enables Upton Infants to keep up-to-date with equality issues.
12. All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.
13. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.
14. Upton Infants is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:
 - disability;
 - special educational needs;

- racism and xenophobia;
- gender and transgender;
- religious groups and communities;
- Travellers, migrants, refugees and people seeking asylum;
- sexism and homophobia.

Upton Infant School's Equality Objectives

November 2025-26

Objective One

To support those children identified as vulnerable to attend well

Objective Two

To support those children identified as vulnerable to pass the year 1 phonic screening check

Objective Three

To support those children identified as vulnerable to progress well from the start of the year in each year group.

November 2023-2025

Objective one

To support out children in receipt of the pupil premium to attend school well.

Objective 2

To support children in the lowest 20% to progress well in school.

Objective 3

To improve the percentage of children in receipt of the pupil premium who pass the phonics check in year 1

November 2021-2023

Objective one

To ensure all staff are skilled in insuring high Quality First Teaching including that for EAL pupils. **Partly Achieved. Further work is needed.**

Objective 2

To ensure that SEND pupils develop a growth mindset by introducing Jigsaw and PSHE curriculum. Partly **achieved curriculum to be reviewed as part of curriculum review.**

Objective 3

To ensure children are aware of and are fostering greater social cohesion and respects of gender, ethnicity and disability- introduction of the Relationships and Sex Education and Health education curriculum. **Achieved curriculum to be reviewed as part of curriculum review.**

June 2019- June 2020

Objective one

To introduce a new assessment system for EAL pupils. Identify gaps and close language barriers for children with English as an Additional Language. (The Bell Foundation Tool) **Achieved**

Objective two

To develop and foster cultural links with China. Broaden knowledge and experiences within the curriculum and host Chinese pupils during Summer 2019 **Achieved – 2 members of staff visited China and a small group visited UIS**

Objective 3

To ensure children are aware of and are fostering greater social cohesion and respects of gender, ethnicity and disability- **unable to evidence**

January 2018- January 2019

Objective One

To develop English as an Additional Language provision and assessment to ensure all minority groups make good individual progress. **Achieved**

Objective Two

To encourage all children to 'Speak Out Stay Safe' alongside the NSPCC giving a generation of children the knowledge and understanding they need to stay safe from abuse and neglect. Pupils are taught to speak out if they are worried, either to a trusted adult or to Childline. **Achieved as was the PANTS assembly**

Objective Three

Promote international togetherness, awareness among children worldwide and improve children's welfare. Introduce The United Nation's Universal Children's Day and celebrate on November 20th. **Acheived**

April 2017-January 2018

Objective One

To develop communication methods for vulnerable pupils; extending and increasing the use of PECS (Picture Exchange Communication), BSL (British Sign Language), 'Signalong' and Communicate in print. **Achieved- staff training and x2 weekly sessions in BSL continue within school**

Objective Two

To develop the foundation stage curriculum and skills (National Curriculum 2015) -ensuring progress and coverage across all year groups **Achieved see year leaders for curriculum planning**

April 2016 –April 2017

Objective One

To support the local pre-schools in developing their knowledge and expertise in supporting children with specific learning, social, emotional and physical developmental needs. **Achieved see EYFS Leader**

Objective Two

To establish a link with an International School to develop the pupils' understanding of other cultures and ethnic background. **Achieved see Deputy Head**

April 2015 - April 2016

Objective One

To ensure a high quality of learning provision for several children with high level special needs – **Achieved (for evidence see Inclusion Leader)**

Objective Two

To further develop the curriculum for KS1 to improve the children's understanding of the similarities and differences between their lives and those of children in Kenya and India. Also to develop a greater understanding of different religions alongside learning about Christianity – **Achieved (for evidence see Year Leaders)**

April 2014 - April 2015

Objective One

To ensure a smooth transition into our Reception 2014 intake for several children with high level special needs - **Achieved**

Objective Two

To develop a new curriculum for KS1 which develops the children’s understanding of the similarities and differences between their lives and those of children in Kenya and India – **Has run for one year but now needs further refinement.**

This policy will be reviewed by the Governing Body at intervals of not more than 12 months

Signed Emily Hannam
Chair of Governors
Date November 2021

Signed Duncan Churchill
Headteacher
Date November 2021