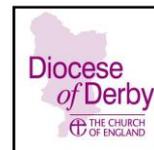




# Langley Mill Church of England (Controlled) Infant School and Nursery



## EQUALITY INFORMATION AND OBJECTIVES

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written / Reviewed by	Date	Approved by GB	Minute Number	Next Review Date
Karen Toft	February 2013	26/06/2013	GB/2013/44	September 2014
Karen Scrivens	September 2014	03/12/2014	GB/2014/87	September 2015
Karen Scrivens	June 2015	07/07/2015	GB/2015/47	June 2016
Karen Scrivens	November 2015	12/11/2015	TLC/2015/24	September 2016 (objectives run 2016-20)
Karen Scrivens	September 2016	30/11/2016	GB/2016/80.1	September 2017 (objectives run 2016-20)
Karen Scrivens	September 2017	29/11/2017	GB/2017/85	September 2018 (objectives run 2016-20)
Karen Scrivens	September 2018	5/12/2018	GB/2018/84	September 2019 (objectives run 2016-20)
Karen Scrivens	September 2019	24/09/2019	GB/2019/71	September 2020 (objectives run 2020-24)
Karen Scrivens	September 2020	01/12/2020	GB/2020/64	September 2021 (objectives run 2020-24)
Karen Scrivens	September 2021	21/09/2021	GB/2021/65	September 2022 (objectives run 2020-24)

**Langley Mill Church of England (Controlled) Infant School and Nursery**  
**EQUALITY POLICY**

**Legal Framework**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, gender reassignment, and of maternity and pregnancy), religion or belief, gender reassignment, and sexual identify.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

**Guiding principles**

4. In fulfilling the legal obligations cited above, we are guided by nine 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, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation.

**Principle 2: We recognise, respect and value difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our 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, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes 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, and women and men, and an absence of sexual and homophobic harassment

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

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

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

**Principles 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
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

**Principle 6: We consult and involve widely.**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- gay people as well as straight.

**Principle 7: Society as a whole should benefit.**

We intend that our 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 people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- gay people as well as straight

**Principle 8: We base our policies and practices on sound evidence.**

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

**Principle 9: Measurable objectives.**

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

**The curriculum**

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

**Ethos and organisation**

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:
  - pupils' progress, attainment and achievement
  - pupils' personal development, welfare and well-being
  - teaching styles and strategies
  - admissions and attendance
  - staff recruitment, retention and professional development
  - care, guidance and support
  - behaviour, discipline and exclusions
  - working in partnership with parents, carers and guardians

- working with the wider community

### **Addressing prejudice and prejudice-related bullying**

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:
  - prejudices around disability and special educational needs
  - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
  - prejudices reflecting sexism and homophobia
8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

10. 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.
11. A member of the governing body has a watching brief regarding the implementation of the policy.
12. 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.
13. A senior member of staff has day to day responsibility for co-ordinating implementation of the policy.
14. All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - deal with any prejudice-related incidents that may occur
  - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

15. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

16. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesions in appropriate detail.

### **Religious observance**

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable request relating to religious observance and practice.

### **Staff development and training**

18. 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.

### **Breaches of the policy**

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### **Monitoring and review**

20. We collect, study, and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

21. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

## APPENDIX ONE - Checklist for school staff and governors (2021-22)

QUALITY CHECKLIST	YES	NO	COMMENTS
The school collects information on race, disability and gender with regards to both pupils and staff.	√		This information is gathered for all new admissions to the school and used to track progress and attainment of a wide range of groups.
This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.	√		All information gathered is used to inform school processes and procedures. E.g. if a child with EAL is admitted, staff are made aware and ensure effective signage and communication.
The Equality Policy and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.	√		Information from a range of monitoring activities, that involve all stakeholders, informs our equality planning.
The school publishes information to demonstrate purposeful action on the general duties.	√		The equality policy and plan are available on the school website and via paper copy. They are also referred to in the school prospectus and other related policies.
The school analyses pupil achievement in terms of progress and standards for different groups and takes action when trends or patterns indicate a need.	√		Each term, achievement review meetings include analysis and discussion of all pupil groups. Analysis drives the curriculum and improvement actions.
The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.	√		The equality plan sets out objectives over 4 years to show how the general duties will be met, the impact of actions undertaken and further developments needed.
A senior member of staff has responsibility for leading the implementation of the policy and monitoring outcomes.	√		The responsibility for leading implementation of the policy and monitoring outcomes has been delegated to the HT.
The school ensures that all staff understand and implement the key requirements of the Equality Policy.	√		The policy is reviewed annually with all staff. It is discussed at FGB meetings.
The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.	√		The ethos of the school is made clear to all visitors through welcome signage and induction processes and visitor protocols.
The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.	√		There are lots of opportunities within the school curriculum to celebrate diversity and difference e.g. learning about different religions and major festivals within RE, using literature which shows and celebrates difference and diversity during special theme days, learning about Christian values in daily worship sessions such as empathy and tolerance for others.
All groups of pupils are encouraged to participate in school life and make a positive contribution e.g. through class assemblies and the school council.	√		There is no discrimination in school, with all pupils selected equally to carry out roles and responsibilities using age appropriate democracy (see British values statement on website).
The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.	√		All forms of perceived prejudice related incidents/incidents of bullying (including online bullying) are recorded, with actions undertaken to address any concerns. These are reported to governors termly.
Visual displays and multi-media resources reflect the diversity of the school community.	√		Displays, posters, books, resources etc. shown and used in school reflect diversity.

QUALITY CHECKLIST	YES	NO	COMMENTS
Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.	√		All staff, visitors, governors and volunteers are aware of our principles on equal opportunities and ensure they promote all groups across all areas of school life.
The school takes part in annual events to raise awareness of issues around race, disability and gender.	√		Several events are celebrated annually i.e. anti-bullying week, safer internet day, empathy day, IDAHOBIT, etc which involve raising issues around difference and diversity. Daily collective worship sessions promote the uniqueness of individuals through the four Langley Mill Foundations, Church of England Vision, Christian values, British Values and learning behaviours being taught. In the whole curriculum, difference and diversity is celebrated.
The school environment is increasingly accessible to pupils, staff and visitors.		√	We have issues with wheelchair access as most of the school is accessed via a set of steps and we have no toilet facilities for the disabled. However, this would be actioned if the need arose.
Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.	√		The school hall is accessible to all and this is where main school events are held. Staff are aware of any particular needs that parents, carers, community members may have and address these accordingly through reasonable adjustments.
The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.	√		A disability question has to be completed by all new starters on the online admission form (Microsoft Form). Any issues identified are addressed appropriately.
The Governing Body is increasingly representative of the community it serves.	√		The Governing Body consists of different genders with a range of experience, expertise and socio-economic backgrounds. It is a white British GB, which is representative of the school context.
Procedures for the election of parent governors are open to candidates and voters who are disabled.	√		There is no discrimination in the governor recruitment process. It follows LA guidelines and is open to all parents. Appointed persons fill the skill set required.

## APPENDIX TWO - Equality Plan 2020-2024 (objectives must be drawn up every 4 years)

General Duties <small>(Equality Act 2010)</small>	Equality Objectives	Actions	Expected outcomes	Monitoring - who, how, when?	Progress commentary
<b>1. Eliminate discrimination, harassment and victimisation.</b>	<ul style="list-style-type: none"> <li>• Identify, record, assess, action and report on prejudice/bullying related incidents (including on-line bullying).</li> <li>• Increase and improve resources to support intercultural links and global citizenship.</li> <li>• Increase story books that show a range of disabilities and special needs (particularly that reflect the school make-up)</li> <li>• Develop ways to better reflect the children's different families.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to maintain prejudice / bullying related incident logs (including on-line bullying). Ensure full reviews of these take place termly with patterns and trends identified and acted upon. Report on and discuss at termly FGB meetings.</li> <li>• Audit current resources available for teaching of international links and global citizenship. Identify gaps and plan resource development into budget plans.</li> <li>• Update resources to reflect the wide range of disabilities and special needs present in school and plan curriculum delivery.</li> <li>• Update resources to reflect a full range of different family types and plan curriculum delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of prejudice / bullying incidences show no re-occurrence.</li> <li>• Scrutiny of teaching plans show embedded teaching of global citizenship, international cultures and different families.</li> <li>• Pupil voice activities show that children have a deepening understanding of individual difference and needs.</li> <li>• Work sampling and pupil discussions show the children have increased awareness of different cultures, traditions and families.</li> </ul>	<ul style="list-style-type: none"> <li>• HT &amp; AHT analyse logs each term.</li> <li>• GB review and discuss records each term.</li> <li>• Subject leaders and governors conduct pupils voice activities during subject monitoring.</li> <li>• SLT conducts regular work and planning scrutiny.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in reported incidents.</li> <li>• No incidents of reoccurrence.</li> <li>• New themed resources purchased to cover all aspects of discrimination.</li> <li>• Added more multi-cultural books to appropriate sections in library and big books.</li> <li>• IDAHOBIT planned each year with range of new resources (used as model practice by LA).</li> <li>• New books on children with autism, ADHD and sensory needs added to library.</li> <li>• 'Rights of Child' display updated and added to.</li> <li>• New posters around school for 'Different Families, Same Love' and increased literature to teach the children that are age appropriate.</li> </ul>
<b>2. Advance equality of opportunity.</b>	<ul style="list-style-type: none"> <li>• Analyse achievement of different pupil groups and act on trends and patterns in data, providing additional support / interventions for any underachieving pupils / groups.</li> <li>• Diminish the achievement gap between disadvantaged and non-disadvantaged groups of pupils.</li> <li>• Ensure that teaching is tailored to promote maximum learning for both genders.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse achievement data and identify trends &amp; patterns. Put support / interventions in place for any underperforming pupils/groups identified.</li> <li>• Ensure teaching is aligned to meet needs of different pupil groups.</li> <li>• Use the Pupil Premium funding / Catch Up funding streams to support the disadvantaged pupils.</li> <li>• Maintain focus on raising boys' achievement (following previous action planning 2016-17).</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis shows a positive impact on achievement and a reduction in the equality gap.</li> <li>• Scrutiny of teaching plans shows continual development of curriculum content and delivery to suit pupils' needs.</li> <li>• Pupil Premium and Catch Up reports show positive impact on achievement for pupils in receipt of funding through additional support, resources and interventions.</li> <li>• Equal progress is being made by both gender groups.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT analyse data each term and at the end of each year update action plans accordingly.</li> <li>• Achievement review meetings take place with all staff each term.</li> <li>• SLT conducts lesson observations, planning and work scrutinies each term.</li> <li>• GB receive Pupil Premium / Catch Up report each term.</li> <li>• Subject leaders conduct monitoring reviews each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated intervention tracking sheet and provision map to suit current pupil needs and appropriate interventions.</li> <li>• Created new provision map, IWEPS and My SEND Learning plans for pupils with SEND.</li> <li>• Pupil Premium used to good effect in support of vulnerable pupils, with evidence of accelerated progress (report on Website).</li> <li>• Cath up funding used to support most vulnerable following COVID pandemic.</li> <li>• Purchased lots of 'boy friendly' literature in the library and promote positive male role models around school.</li> <li>• Observations show 'boy friendly' teaching methods and equal progress, despite the attainment gap between boys and girls remaining.</li> </ul>
<b>3. Foster good relations between groups.</b>	<ul style="list-style-type: none"> <li>• Further promote awareness of other cultures and races as the school is under represented in its racial diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all areas of the curriculum and wider school life reflect racial diversity (i.e. resources, books, displays, after school events, visitor's, curriculum enrichment activities).</li> </ul>	<ul style="list-style-type: none"> <li>• All areas of school life reflect different cultures and children show a greater awareness as a result.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual resource audits by subject leaders.</li> <li>• Annual budget requests by subject leaders.</li> <li>• SLT conducts lesson observations/learning walks/planning scrutiny/work scrutiny each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Themed resources purchased each year to cover all aspects of discrimination.</li> <li>• Added more multi-cultural books to appropriate sections in library and big books.</li> <li>• Continue use of 'Understanding Christianity' resources following Diocese training 2016-17.</li> <li>• Update the 'rights of the child' display in the library each year. Added new literature his year to support the COVID response.</li> </ul>

**This Equality Plan sets out the Equalities Objectives 2020-2024 and is referenced in our School Improvement Plan.  
Our Accessibility Plan also details actions in relation to improving accessibility for all.**