

Carterhatch



Infant School

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Equality Information and Objectives Statement (Public Sector Equality Duty)

Date Policy last reviewed: November 2025

Next review: November 2026

Adopted by Governors:

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships between people who share a protected characteristic and those who do not.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

In compiling this equality information we have:

- Identified evidence already in the setting of equality within policies and practice and identified gaps.
- Examined how our setting engages with the protected groups, identifying where practice could be improved.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

- Ensuring policies and procedures take into account equal opportunities and these considerations form a key part of considerations prior to implementation or amendment of a policy.
- Promoting a culture where pupils, staff and parents feel able to share concerns and worries generally, but also particularly for those individuals who have a protected characteristic.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school ensures appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures and internal processes are non-prejudicial, whether they result in warnings, dismissal, or any other form of sanction.

Ensuring Equality of Opportunity and Participation

We will ensure that:

- Children's achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap.
- All staff are aware of the Equality Plan.
- There is an inclusive approach to ensuring all children are given the opportunity to make a positive contribution to school life e.g. celebration assemblies, fund raising events etc..
- Disabled children can take part in all aspects of the curriculum, including educational visits, lunchtime activities, forest school, after school clubs, assemblies etc..
- Extended school activities such as breakfast and afterschool clubs take into account children's needs and access issues. Children attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.
- Staff, children and families will continue to be involved in the future development of the Equality plan through input and feedback from surveys, staff meetings, Time to Talk Sessions etc..

We will provide:

- Additional support for children who are underachieving, in order to make progress in their learning and well-being, e.g. ensuring that children with visual impairment have accessible texts.
- Additional support for parents with underachieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible areas of the school to support wheelchair users).

Promoting Positive Attitudes and Meeting Needs

We will:

- Promote positive images which reflect the diversity of the school community in terms of race, gender, and disability, for example in assemblies, books, publications and learning materials and in a classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development and try to reflect the diversity of the school community in its workforce.
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute.
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different school and communities.
- Provide extended services, with opportunities for children, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.
- Support disabled children in the period of transition between infant and junior school to ease the stress of moving and increase familiarity with new surroundings.
- Helping children and young people to understand others and value diversity.
- Promoting shared values and awareness of human rights.

The Curriculum

Whole school and cross-curricular initiatives provide the opportunity to develop awareness of the cultural and linguistic diversity of our world.

- Children are encouraged to participate in a curriculum that takes full account of the richness and variety of the world's ethnic groups
- Recognise and combat racism and racial discrimination.
- Ensure our curriculum reflects global dimension and incorporates the key concepts of global citizenship.
- Weekly 'Time to Talk' address any issues or to promote equality, inclusion and 'having a voice'.

Our Learning Environment

We strive to ensure that areas of our environments reflect:

- The cultural diversity of contemporary British society.
- The ethnic diversity within the school community.
- Supports English as a second language.

Disabilities

Wherever reasonably possible we ensure that a person with disabilities can benefit from education to the same extent that a person without disabilities can, by;

- Ensuring all auxiliary aids, services and reasonable adjustments are in place.
- Providing auxiliary aids or service for a child with a disability when it is reasonable to do so and if such aids would alleviate any substantial disadvantage.
- Keeping a written record of provision in place to support children with disabilities.
- Providing appropriate equipment for children to be able to take part in after school activities.
- Ensuring all children, where reasonably possible, are included in all extended school provision.
- Ensuring risk assessments where needed are in place.
- Ensuring accessibility to the building is reviewed as part of the schools premises plan.
- Considering adjustments needed for all children to take part in educational visits.

A child may not be able to take part in a visit for the following reasons:

- There are risks that the school feels cannot be managed offsite – these will be identified in the risk assessment.
- If the parent requests that their child is not to take part in the visit.

To ensure where reasonably possible, that all children take part in extended school experience through extra curricular activities and educational visits the school will;

- Invite parents/carers or a responsible member of the family to accompany the visit or to be part of the extra curricular activities.
- If the parent/carer is unable to accompany their child then the school will endeavour to recreate the experience within the school site.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

The school's Equality Information and Objectives Policy, Accessibility Policy and Plan further outline the school's approach regarding equality.