



Village Infants School

Equal Opportunity Policy

Context

The Equality Act 2010 requires schools to have a Single Equality Scheme. Schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act ensures that protection is extended to pupils who are pregnant or undergoing gender reassignment. The following policy and equalities action plan meet the requirements of the Equality Act 2010.

Equality and the Law

The 2010 Equality Act has replaced all previous existing equality regulations, including those relating to race, disability and gender. It is a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. Protected characteristics covered by the 2010 Equality Act include:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

The 2010 Equality Act makes it unlawful for the responsible board of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to:

- Admissions
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility or service
- Excluding a pupil or subjecting them to any detriment

The equalities plan at the end of this equalities policy outlines the actions we will take to meet the duties in the Equality Act in respect of the above protected characteristics.



Equality Policy

Village Infants Equalities Mission Statement

Village Infants is committed to ensure equality of educational opportunity and support for all pupils, parents, carers and staff irrespective of sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Implementing the Equality Mission Statement

Providing High Quality Teaching and Learning

We aim to ensure that every pupil makes good progress and achieves well by:

- Using fully inclusive teaching and learning approaches to engage all our pupils.
- Monitoring achievement data by ethnicity, gender and disability and vulnerable groups and intervening decisively when required.
- The rigorous analysis of pupils' progress to determine and inform the strategies we will use to support groups of pupils and individuals.
- Setting challenging targets for all pupils.
- Using teaching resources, which avoid stereotyping and reflect the diversity of the school and local community in terms of: race, gender and disability.
- Promoting attitudes and values that challenge all discriminatory behaviour and prejudices.
- Providing pupils with opportunities to celebrate their own and others cultures.
- Actively seeking positive involvement of all parents and carers in the education of their children.
- Encouraging discussion of equality issues which reflect social stereotypes, expectations and their impact upon learning.

The Central Role of All School Staff (Teaching and Support Staff)

School staff will implement the school's Single Equality Plan by ensuring that all pupils are treated fairly, equally and with respect. Pupils will also be expected to treat adults and each other with the same fairness, equality and respect.

Acts of harassment and victimisation are unacceptable and will not be tolerated within the school community. Staff will actively identify and challenge all forms of prejudice, stereotyping, victimisation and harassment.

All school staff will deal appropriately with any incidents of prejudice, harassment or victimisation. Serious incidents of prejudiced behaviour, harassment or victimisation will be recorded and reported to the Headteacher.

The Role of the Headteacher

The Headteacher has overall responsibility for the implementation of the school's Equality Plan and will ensure that all members of staff are aware of the Equality Plan and that these guidelines are applied fairly in all situations. The Headteacher is responsible for promoting equality of opportunity within the curriculum and wider school community and will treat all incidents of prejudice, stereotyping, victimisation and harassment with due seriousness.

The Role of School Governors

The school governing board will set out its commitment to equal opportunities by:

- Ensuring that the School Equalities Plan is consulted upon, published and regularly reviewed.
- Welcoming all applications to join the school from potential pupils or members of staff, regardless of their sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.
- Ensuring that no pupil or member of staff is discriminated against, whilst in school on account of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- Taking all reasonable steps to ensure that the school environment gives access to all people with disabilities, and by striving to make all school communications and activities as inclusive as possible for parents, carers and pupils.
- Taking all reasonable steps to ensure that there is no unlawful behaviour in respect of equality including discrimination, harassment and victimisation.
- Ensuring that all reasonable adjustments are made as necessary for pupils, staff and parents who have a disability in accordance with the 2010 Equality Act.

Development of the Equalities Plan

It is a requirement that the development of the school equalities plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using utilising:

- Feedback from the annual parent questionnaire, parents' evening, parent coffee mornings and/or governors' parent-consultation meetings.
- Input from staff surveys or through staff meetings and training.
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school
- Issues raised during annual reviews, or reviews of progress on individual education plans and mentoring and support sessions
- Feedback from Governing Board meetings / Governor sub-committees

Review of progress and impact

Our School Equality Plan has been agreed by our Governing Board. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

Publishing the plan

In order to meet the statutory requirements to publish a Single Equality Scheme, we will:

- Publish our plan on the school website.
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.
- Make paper copies available for all interested parties.

Policies and documents to support Safeguarding/Child Protection Policy

- **Guidance on Safe Working Practices for the Protection of Staff and Children in Educational settings**
- **Behaviour policy**
- **Whistleblowing policy**
- **Positive Handling Policy**
- **Touch Policy**
- **Intimate Care Plan**
- **Anti-bullying Protocol**
- **Single Equality Plan**
- **Health and Safety policy**
- **Safer Recruitment policy**
- **E safety policy**
- **Disclosure and Barring Service Checks Policy**
- **Staff Induction Folder**
- **Staff Conduct Protocol**
- **Volunteer Helpers Protocol and Agreement**
- **Attendance Policy**
- **T&L Policy**