

# Wallace Fields Infant School and Nursery



## Equality Policy

Wallace Fields Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Wallace Fields Infant School is proud to be a part of South Farnham Educational Trust.



## Document History

Date	Version	Amended By	Comment (e.g. reason for version change)
16.10.2015	1	Katie Muir	Annual policy review
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**WALLACE FIELDS INFANT SCHOOL & NURSERY**  
**SINGLE EQUALITY POLICY**

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**Wallace Fields Infant School & Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

## **Introduction**

At Wallace Fields Infant School & Nursery we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, disability, gender, sexual orientation, age, religion, belief or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Through the Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital status, disability, age, responsibility for children or other dependents, trade union or political activities, social class, where the person lives or spent convictions.

## **What do we mean by Equality and Diversity?**

**Equality** refers to outcomes, making sure that all social groups benefit equally from our activities. **Diversity** recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

## **What is discrimination?**

Discrimination can be direct, indirect, intentional, unintentional or institutional. Discrimination is also unlawful. Individuals have a responsibility, in law, not to discriminate.

- **Direct discrimination** is where an individual or group receives less favourable treatment with some unjustifiable reason, because, for example, of sex, race religion sexual orientation or disability.
- **Indirect discrimination** is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.
- **Institutional discrimination** is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping which disadvantage people.

## **The School Context**

- Wallace Fields Infant School & Nursery is situated in Ewell, near to Epsom, in the north of Surrey. It is two form-entry and converted to become an academy in June 2016 'Inspirational Academy Trust'. The academy then converted to 'South Farnham Academy Trust in September 2021'. In 2007 we opened Shining Stars, our Nursery provision for 3 year olds (Big Stars), and extended this further in 2014 to offer additional provision for 2 year olds (Little Stars). The school is below average in size for an infant school with 180 children, but with our Nursery provision the number of children attending the school is 251.
- The number of children eligible for Pupil Premium funding at our school is currently 6.1% or 12 children in 2023-2024 (6.1% or 12 children in 2022-2023) (3.9% in 2020-2021, 3% in 2019-20 and 4.5% in 2018-19).
- There are currently 2 children who have been adopted from care in the school.
- We currently have four children with an EHC Plan and a further 2 children who are currently undergoing assessment for an EHCP, 1 awaiting decision and 1 under mediation with the Local Authority. Children at SEND Support is just below National at 12.6%

- Compared with National, we have a high number of children whose first language is not English in the highest quintile at 35.8%.
- We have a rich cultural diversity which we celebrate through assemblies, special events and through our curriculum. There are 38 languages other than English spoken. The most dominant languages other than English (57.5%) are Spanish (4.5%) followed by Mandarin (3.8%), Cantonese (3.1%), French (3.1%) and Urdu (3.1%).
- We have 16 of the 18 ethnic groups represented in the school. The average number of groups for this phase of education nationally is 9. The highest percentage of our children are White British (53.4%), followed by Chinese (5.2%) and Indian (4.8%).
- As a school we typically have more boys than girls on roll (currently boys 51.8% compared to 48.2% of girls).

### **Equality – Aims and Values**

Wallace Fields Infant School & Nursery aims to provide equality and excellence for all in order to promote the highest possible standards. We strive to be an inclusive school, providing equal opportunities for all pupils and staff. We value the diverse backgrounds of our pupils, staff and community and encourage all pupils and staff to reach their potential. We aim to help our pupils in the early stages of learning to become responsible members of the community.

This policy is based on our core vision and values of inclusivity and equality of opportunity for all, within our community which includes everyone and celebrates their differences and achievements. We nurture a culture of respect for others, recognising and celebrating the differences between people within our diverse society. The school believes in the equal value of each of its pupils and employees and strives to ensure that all are treated with equal respect and opportunity in all levels of school activity and employment.

### **School Values**

It is through the school values that explicit teaching about equality and diversity occurs.

The school values of: Kindness, Determination, Effort, friendship, Good Manners, Respect, Reflection and the British Values: Rule of Law, Individual Liberty, Mutual Respect, Tolerance and Democracy

### **The School's Approach to Promoting Equality**

This policy aims to promote community cohesion, avoid discrimination and promote equality for pupils, staff and others using our school's facilities. Taking a single equality approach recognises that people often share more than one aspect of their identity in relation to race, disability, gender, age, sexual orientation, religion and belief.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all and celebrates diversity and children's unique identity. At Wallace Fields Infant School & Nursery we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

This policy forms part of the school's single equality scheme. This includes the following documents

- Information as to how the school has complied with the General Duty of the Equality Act (Published annually)
- Evidence of equality analysis undertaken (published annually)
- Details of engagement undertaken published annually
- Equality objectives (set and published every four years)

This policy sets out how the school aims to cover the following objectives in accordance with the Equality Act 2010.

- Eliminate discrimination, harassment, victimisation.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
- Remove or minimise disadvantages.
- Take steps to meet different needs.
- Encourage participation in school activity when it seems to be low.

Under the Equality Act 2010, the protected characteristics for school provisions are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

### **A Cohesive Community**

We have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socioeconomic groups. We have incorporated our priorities into our Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

In order to achieve a cohesive community, Wallace Fields Infant School & Nursery:

- Promotes understanding and engagement between communities.
- Encourages all children and families to feel part of the wider community.
- Understands and responds to the needs and hopes of all our communities.
- Tackles discrimination.
- Increases life opportunities for all.
- Ensures teaching and the curriculum explores and addresses issues of diversity.

### **Monitoring, Reviewing and Assessing Impact**

Wallace Fields Infant School & Nursery's Equality Policy linked to the School Development Plan and includes targets determined by the governing body for promoting equality.

A representative group from our school community (including the member of staff with responsibility for overseeing equality practices and the named governor) will meet annually to monitor and review the policy and ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups and that it does not disadvantage particular sections of the community. As part of this review all stakeholders' views on the school community, its attitudes and practices shall be surveyed. Any necessary actions will then be agreed, timetabled and implemented.

The Equality Policy underpins all other school policies in order that the general principles of equality apply to all aspects of school life.

## **Roles and Responsibilities**

- **The Governing Body** will ensure that the school complies with current legislation and that its related procedures and strategies are implemented.
- **The Head teacher** will implement the policy and its related procedures and strategies, ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and he/she will take appropriate action in any case of discrimination.
- **The Inclusion Lead (Katie Muir)** and a named member of the Governing Body (Chair) will have responsibility for co-ordinating equality work and dealing with any reported incidents discrimination.
- **All staff** will deal with any discrimination incidents that occur. They will know how to identify and challenge any bias or stereotyping and will promote equality, good relations and keep up to date with equality legislation and research through training and development.

## Appendix A

### KEY LEGISLATION

*(Please note legislation made prior to 1988 is not available online)*

Area	Legislation
Gender (sex)	Sex Discrimination Act 1975, as amended <u>Equality Act 2006</u> <u>Sex Discrimination (Gender Reassignment) Regulations 1999</u>
Race	Race Relations Act 1976, as amended <u>Race Relations (Amendment) Act 2000</u>
Disability	<u>Disability Discrimination Act 1995</u> , as amended <u>Special Educational Needs and Disability Act 2001</u> <u>Part 3 Children and Families ACT 2014</u> <u>Disability Discrimination Act 2005</u>
Sexual orientation	<u>Employment Equality (Sexual Orientation) Regulations 2003</u> , as amended
Religion or belief	<u>Employment Equality (Religion or Belief) Regulations 2003</u> , as amended <u>Equality Act 2006</u>
Age	<u>Employment Equality (Age) Regulations 2006</u>



## Appendix B

### **LEGISLATION AND EMPLOYMENT ISSUES FOR SCHOOLS**

Taken together, the collective effect of legislation relating to equality is that schools must not discriminate in the employment of staff on grounds of gender, transgender status (1), race, disability, sexual orientation (2), religion or belief (3) or age (4). With regard to disability, schools must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

Notes to clarify above:

1. Including people who have expressed an intention to undergo, are undergoing or have completed a process of gender reassignment.
2. Discrimination on grounds of perceived as well as actual sexual orientation, and/or that of friends or associates of the person discriminated against is also unlawful.
3. There are some limited exceptions for staff in faith schools, guidance regarding which is available in the Governors' Guide to the Law. Briefly at foundation and voluntary controlled schools with a religious character, the governing body may take into account any candidate's suitability and ability to preserve and develop the religious character of the school. At voluntary aided schools with a religious character, the governing body may give preference to any candidate whose religious opinions and worship are in accordance with the tenets of the religious denomination of the school.
4. In some cases, direct or indirect discrimination on grounds of age may be lawful if it can be shown to be objectively justified.

The requirement not to discriminate on grounds of religion or belief came into effect in April 2007. Regulations are also planned which will prohibit discrimination against pupils or potential pupils on grounds of sexual orientation.

## Appendix C

### **WHERE TO FIND MORE DETAILED GUIDANCE links**

#### *General*

- Governors Guide to the Law (chapter 11)
- Teachernet – information and advice on equality issues

#### *Gender*

- Advice on the Gender Equality Duty - Commission for Equality and Human Rights (CEHR)
- A Guide to the Sex Discrimination (Gender Reassignment) Regulations 1999

#### *Race*

- Guidance for schools on the race equality duty - Commission for Equality and Human Rights (CEHR)
- Recording and Reporting Racist Incidents Guidance (CEHR)
- Promoting Race Equality in Education – Effective Practice in London Local Authorities (London Councils)
- Schools' Race Equalities Policies – From Issues to Outcomes (DCSF 2004)
- Framework for a Race Equality Policy for Schools (CEHR)

#### *Disability*

- Promoting Disability Equality in Schools - Commission for Equality and Human Rights (CEHR)

#### *Sexual orientation*

- Advisory, Conciliation and Arbitration Service (ACAS)
- Stand up for Us – Challenging Homophobia in Schools (DCSF + Department of Health)

#### *Religion or belief*

- Advisory, Conciliation and Arbitration Service (ACAS)

#### *Age*

- Advisory, Conciliation and Arbitration Service (ACAS)
- Age Positive

#### *Community Cohesion*

- Guidance on the duty to promote community cohesion (DCSF 2007)
- Community Cohesion Standards for School (Home Office 2004)
- Our Shared Future (Commission on Integration and Cohesion 2007)
- Diversity and Citizenship – Curriculum Review (DfES 2007)
- A lot done, a lot to do' – our vision for an integrated Britain (CEHR 2007)

## Equality and Accessibility Action Plan

Focus area	Equality and Accessibility						
Faculty:	Inclusion						
Target (intent)	Actions / Tasks (implementation)	Responsibility (by whom?)	Timescale (by when?)	Success Indicators (impact)	Monitoring and evaluation of actions and impact (RAG)		
					Autumn	Spring	Summer
Foster Good Relations							
Objectives: To further enhance diversity in the curriculum.							
To further enhance diversity in the curriculum.	<ul style="list-style-type: none"><li>Further include opportunities for diversity across the curriculum.</li><li>Review historical figures and artists, texts chosen across the curriculum and share these with parents.</li><li>Develop a page (or ‘subject story’) on the school and Nursery website on how equality and diversity is promoted throughout the school to ensure all stakeholders are aware and well informed. Share in newsletter.</li><li>To continue to include diversity in the collective worship calendar.</li></ul>	Inclusion Lead	July 2024	<ul style="list-style-type: none"><li>✓ Children will be exposed to a diverse range of cultures and identities within the protected characteristics</li><li>✓ Parents and carers will; be aware of how we teach diversity across the curriculum</li><li>✓ EAL parents will be engaged further with children’s learning</li><li>✓ Schemes of work actively contribute to the development of pupils’ sense of identity through knowledge and understanding of</li></ul>			

				diversity.			
<b>Advance equality of accessibility. Improved access to the physical environment.</b>							
<b>Objective: To advance accessibility to the physical environment.</b>							
<b>To ensure a child who needs to use an accessible toilet is able to.</b>	<ul style="list-style-type: none"> <li>To ensure there is a member of staff trained in manual handling of a child to support with accessing the accessible toilet.</li> <li>Create a consent form for parents/carers that would give consent for manual handling and support with toileting to take place.</li> <li>To review the ways in which we can make the disabled toilet accessible for children with a disability.</li> </ul>	School Office Team  Headteacher  School Office Team  Site Manager Headteacher	February 2024  July 2024  February 2024  As and when necessary	✓ Should a child require an accessible toilet for a medical or physical problem they will be able to access this, ✓ Staff will feel well-equipped to manage situations that involve manual handling. ✓ Staff will be kept safe and injury-free whilst at work.			
<b>To ensure all areas of the school are accessible to wheelchair users.</b>	<ul style="list-style-type: none"> <li>Conduct a review to ensure all areas are accessible to wheelchair users.</li> <li>Consider what resources need to be purchased or what adjustments need to be made.</li> <li>Purchase any necessary resources.</li> <li>Install any necessary resources.</li> </ul>	Site Manager Headteacher  As above  As above  Site Manager	February 2024  February 2024  April 2024  April 2024	✓ Wheelchair users will be able to access all areas of the school without any difficulties.			
<b>To ensure accessible toilets are kept clear to enable users to access them.</b>	<ul style="list-style-type: none"> <li>Clear Reception accessible toilet of resources stored inside.</li> </ul>	Site Manager	When necessary due to the needs of the	✓ Wheelchair users will be able to access the accessible toilet in the Reception			

			pupils/staff.	building.			
<b>To ensure a child with a physical disability can manoeuvre around the classroom.</b>	<ul style="list-style-type: none"> <li>Meet with parents/carers/school nurse to consider the pupil's needs.</li> <li>Visit classrooms and communal areas with site manager to evaluate accessibility in relation to the child.</li> <li>Make a plan which involves how the child will manoeuvre safely and as independently as possible around the environment.</li> </ul>	<p>SENCO/Inclusion Lead and School Office</p> <p>SENCO and Site Manager</p> <p>SENCO</p>	When necessary due to the needs of the pupils/staff.	<ul style="list-style-type: none"> <li>✓ Pupils with physical disabilities have a medical and access plan so that staff know what the needs are and how we are making school accessible to them.</li> <li>✓ Staff know how to support a child with a physical disability to move around the classroom.</li> </ul>			
<b>To ensure parking arrangements for disabled parents/carers or disabled children are well-signposted.</b>	<ul style="list-style-type: none"> <li>Share the parking arrangements for disabled adults/children with parents in a newsletter.</li> <li>Create signage so parents/carers/visitors know where this parking is</li> <li>Visitors to be sent information for accessible parking where appropriate when visits are booked.</li> </ul>	<p>Headteacher</p> <p>Site Manager</p> <p>Office Team</p>	<p>July 2024</p> <p>July 2024</p> <p>July 2024</p>	<ul style="list-style-type: none"> <li>✓ Parents/carers who are disabled or caring for disabled children will know where to park.</li> <li>✓ Visitors with disabilities will know how to access the car park and where to park.</li> </ul>			
<b>Improved access to the curriculum</b> <b>Objective: To narrow the attainment gaps between all groups and subjects.</b>							
<b>To ensure, when decorating the classrooms, we keep in mind pupils with sensory needs to avoid</b>	<ul style="list-style-type: none"> <li>Conduct research into sensory overload and sensory processing disorder.</li> <li>Follow up to date research on</li> </ul>	<p>SENCO / Inclusion Lead</p> <p>SENCO/Class</p>	<p>February 2024</p> <p>February</p>	<ul style="list-style-type: none"> <li>✓ Classrooms will be calming and not overstimulating for children.</li> </ul>			

<b>classrooms becoming too cluttered.</b>	classroom environments and how they can support neurodivergent children in feeling more comfortable.	Teachers	2024	✓ Children's workstations will be kept clear and tidy to ensure there is limited visual distress being caused.			
	<ul style="list-style-type: none"> <li>• Use outreach e.g. Linden Bridge for support with making reasonable adjustments within the classroom environment.</li> </ul>	SENCO / Inclusion Lead	February 2024	✓ Worksurfaces are clear from clutter.			
	<ul style="list-style-type: none"> <li>• Ensure adequate storage in classrooms to avoid the room becoming cluttered.</li> <li>• Keep workstations clear and tidy.</li> </ul>	Headteacher / Class Teachers  Class Teachers / Assistant Teachers	July 2024  January 2024	✓ Reasonable adjustments specific to the cohort are made.			
<b>To narrow attainment gaps between different groups across all subjects, specifically:</b> <ul style="list-style-type: none"> <li>• Pupil Premium and SEND children</li> </ul>	<b>Termly on-going</b> <ul style="list-style-type: none"> <li>• Continue to analyse school data for identified groups. Data will be analysed for any trends leading to 'gap analysis' actions</li> <li>• Robust progress meetings will take place to identify children's gaps in learning and actions will be implemented to close these gaps</li> </ul>		Ongoing	✓ Monitoring of teaching and learning indicates an appropriate match of teaching to the needs of different groups, e.g. boys, girls, bilingual learners, visually or hearing impaired pupils.			
<b>To ensure pupils with SEND have access to appropriate technology.</b>	<ul style="list-style-type: none"> <li>• Review the tech that we are using to support our SEND pupils.</li> <li>• Research any further tech that would be a benefit for our SEND children.</li> <li>• Purchase any additional resources necessary to facilitate learning.</li> </ul>	SENCO / Class Teachers  SENCO  Headteacher	April 2024  June 2024  July 2024	<ul style="list-style-type: none"> <li>✓ Pupils with SEND will have access to technology that can support them in their learning.</li> <li>✓ Pupils with SEND actively use the technology to support.</li> <li>✓ Teachers and ATs</li> </ul>			

				actively plan for pupils to use technology where appropriate.			
<b>Improved access to information</b> Objective: To ensure information is accessible for all							
<b>To ensure accessible signage is used throughout the environment and for all activities and events.</b>	<ul style="list-style-type: none"> <li>Identify the accessible signage needed.</li> <li>Purchase/create the accessible signage.</li> <li>Display the accessible signage in the necessary places.</li> </ul>	Site Manager  Site Manager  Site Manager	February 2024  February 2024  February 2024	✓ People with disabilities are able to fully access the site independently.  ✓ People with disabilities feel like they are treated as equals and with dignity and respect within our environment.			
<b>To raise the profile of how we celebrate diversity and challenge stereotypes within our daily practice and curriculum.</b>	<ul style="list-style-type: none"> <li>Assembly rota to be shared with Natasha in the office so she can add in the themes of the fortnight's assemblies where it celebrates diversity, inclusion and equality.</li> <li>As part of the meet the team event – a slide should be added to ppts to detail how the curriculum is celebrating diversity in that year group and how class teachers challenge stereotypes.</li> <li>Information to be updated on school website as part of an</li> </ul>	Sophie Amos  Natasha  Class Teachers  Headteacher/SENCO	Ongoing  Ongoing  September 2024  July 2024	✓ Parents/carers will have a better understanding of how we ensure our curriculum is diverse.  ✓ Parents/carers will have an understanding of how we challenge stereotypes through everything we do.  ✓ Prospective parents/carers will be able to			

	inclusion page which highlights all the things we do as a school to raise the profile of equality.			see how inclusive we are as a school and how all pupils and families are celebrated here.			
<b>Eliminate discrimination</b>							
<b>Objective: To eliminate discrimination</b>							
<b>To provide children with a wide range of opportunities to view examples of protected characteristics</b>	<ul style="list-style-type: none"> <li>Teachers to plan opportunities to show a diverse range of representations in planning and resources e.g. images of different protected characteristics in PowerPoints through incidental learning that also challenge stereotypes.</li> <li>Immersive experience days will be planned for to support the RE curriculum e.g. What it like is to be a Jewish child during Shabbat?</li> <li>Continue to plan our collective worship policy and include challenging stereotypes.</li> </ul>	Class Teachers  Class Teachers	Summer 2024  Ongoing	✓ Children will be exposed to a diverse range of cultures and identities within the protected characteristics			