

EQUALITY POLICY



Policy Introduction

This policy sets out South Farnham Educational Trust's approach to promoting equality, as defined within the Equality Act (2010).

The School Context

At Wallace Fields Infant School and Nursery the majority of pupils are from the local area, a minority are from a wider area. The community offers wide diversity - specifically ethnic, linguistic and religious diversity. The school is therefore committed to actively seeking opportunities to ensure its pupils, in particular, embrace the wider community and 'global citizenship'.

- 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 4.4% or 8 children in 2024-2025, 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 3 children with an EHC Plan and a further 3 children who are currently undergoing assessment for an EHCP. Children at SEND Support is just below National at 10%
- 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 (60%) are Spanish (6%) followed by Mandarin (4%), Cantonese (4%), French (3%) and Hindi (3%).
- We have families who identify as one of 30 different ethnic groups. The average number of groups for this phase of education nationally is 9. The highest percentage of our children are White British (55%), followed by Chinese (4.5%) and Indian (4.5%).
- As a school we historically have more boys than girls on roll however this academic year we have more girls than boys (currently boys 47% compared to 52% of girls).

Equality Aims and Values

South Farnham Educational Trust aims to provide equality and excellence for all in order to promote the highest possible standards across all schools within the Trust.

Commitment to equality and inclusion is central to each school's ethos and integral to the school's stated vision and aims:

Our Vision

Our vision is to inspire independence and nurture a life-long love of learning, creating pro-active and responsible citizens.

Our aims are underpinned by two drivers in order to develop:

1. A lifelong love of learning.

2. Good citizenship.

Through excellent teaching we aim to provide our children with creative, challenging learning opportunities which:

- encourage them to have high expectations of their abilities
- promote determination to succeed and encourage risk taking
- enable them to become independent and active in their own learning
- develop tolerance of others
- develop collaborative opportunities and an awareness of others' needs

The School's Approach to Promoting Equality

The school seeks to meet its equality duties with the objective of eliminating unlawful discrimination and harassment, promoting equality of opportunity, good relations and positive attitudes between people of diverse backgrounds in all its activities.

This policy forms part of the school's Single Equality Scheme. This includes the following documents, available separately:

- 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

Through this Single Equality Scheme, the Trust seeks to ensure that no pupil, staff, parent, guardian, carer 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 equality of treatment includes the protected characteristics identified within the Equality Act (2010) - sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment. The school does not tolerate discriminatory or racist remarks or incidents. These will be dealt with and reported to the Governing Body and Trust Board.

(N/B Age is a protected characteristic within the Equality Act (2010), but not in relation to pupils of any age in a school – schools may organise their curriculum or classes in any way they choose without fear of a claim of discrimination on the grounds of age).

In addition, the Trust extends its equal opportunities provision to include the following characteristics - ethnic or national origin, language, marital or civil partnership status, age, responsibility for children or other dependants, trade union or political activities, social class, where a person lives or spent convictions.

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

Community Cohesion

The Trust is committed to the promotion of community cohesion, with a focus on the school as part of the local, national and global community.

Actions and projects undertaken by the Trust to promote community cohesion aim to:

- create a wider exposure to different communities
- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure learning, teaching and the curriculum explores and addresses issues of diversity

Roles and Responsibilities

The Trust board and local school Governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination e.g. racist incidents dealt with and reported to Governing Body

All school staff are responsible for:

- sharing the Equality Policy with all visitors and contractors
- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- reporting racist incidents
- keeping up to date with the law on discrimination and taking training and learning opportunities
- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - the anti-bullying policy
 - developing school/class rules which challenge discriminatory behaviour

Pupils are responsible for:

- Upholding the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community share tackling inequality and achieving equality of opportunity for all.
 - Understand how it relates to them, appropriate to age and ability

Parents/Carers are responsible for:

- supporting the school's policies and guidelines for behaviour
- knowing and following the Home School Agreement

Responsibility for overseeing equality practices in the school lies with named members of staff and governor. Their responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- Monitoring exclusions

Monitoring, Reviewing and Assessing Impact

The Single Equality Scheme will be regularly monitored and reviewed by staff, Trustees & local school Governors to 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.

Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making and linked to the School Development Plan as appropriate.

The Headteacher will report regularly to the Local School Governors and the Trust Board on monitoring undertaken, the reports to include information on the school population, key initiatives and progress against targets and future plans.

Linked Policies

Whilst in general the principles of equality apply to all other schools policies within the Trust, the following school policies refer more specifically to equal opportunities provision:

Behaviour (including anti-bullying)

Whistleblowing Policy

Accessibility Plan

Equality 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"> Further include opportunities for diversity across the curriculum. Review historical figures and artists, texts chosen across the curriculum and share these with parents. 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. To continue to include diversity in the collective worship calendar. 	Inclusion Lead	July 2025	<ul style="list-style-type: none"> ✓ Children will be exposed to a diverse range of cultures and identities within the protected characteristics ✓ Parents and carers will; be aware of how we teach diversity across the curriculum ✓ EAL parents will be engaged further with children's learning ✓ Schemes of work actively contribute to the development of pupils' sense of 			

				identity through knowledge and understanding of diversity.			
Advance equality of accessibility. Improved access to the physical environment.							
Objective: To advance accessibility to the physical environment.							
To ensure a child who needs to use an accessible toilet is able to.	<ul style="list-style-type: none"> To ensure there is a member of staff trained in manual handling of a child to support with accessing the accessible toilet. 	School Office Team	February 2025	<ul style="list-style-type: none"> ✓ 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. 			
	<ul style="list-style-type: none"> Create a consent form for parents/carers that would give consent for manual handling and support with toileting to take place. 	Headteacher	July 2025				
	<ul style="list-style-type: none"> To review the ways in which we can make the disabled toilet accessible for children with a disability. 	School Office Team	February 2025				
To ensure all areas of the school are accessible to wheelchair users.	<ul style="list-style-type: none"> Conduct a review to ensure all areas are accessible to wheelchair users. 	Site Manager	February 2025	<ul style="list-style-type: none"> ✓ Wheelchair users will be able to access all areas of the school without any difficulties. 			
	<ul style="list-style-type: none"> Consider what resources need to be purchased or what adjustments need to be made. 	Headteacher	February 2025				
	<ul style="list-style-type: none"> Purchase any necessary resources. 	As above	April 2025				
	<ul style="list-style-type: none"> Install any necessary resources. 	As above	April 2025				

<p>To ensure accessible toilets are kept clear to enable users to access them.</p>	<ul style="list-style-type: none"> • Clear Reception accessible toilet of resources stored inside. 	<p>Site Manager</p>	<p>When necessary due to the needs of the pupils/staff.</p>	<ul style="list-style-type: none"> ✓ Wheelchair users will be able to access the accessible toilet in the Reception building. 			
<p>To ensure a child with a physical disability can manoeuvre around the classroom.</p>	<ul style="list-style-type: none"> • Meet with parents/carers/school nurse to consider the pupil's needs. • Visit classrooms and communal areas with site manager to evaluate accessibility in relation to the child. • Make a plan which involves how the child will manoeuvre safely and as independently as possible around the environment. 	<p>SENCO/Inclusion Lead and School Office</p> <p>SENCO and Site Manager</p> <p>SENCO</p>	<p>When necessary due to the needs of the pupils/staff.</p>	<ul style="list-style-type: none"> ✓ 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. ✓ Staff know how to support a child with a physical disability to move around the classroom. 			
<p>To ensure parking arrangements for disabled parents/carers or disabled children are well-signposted.</p>	<ul style="list-style-type: none"> • Share the parking arrangements for disabled adults/children with parents in a newsletter. • Create signage so parents/carers/visitors know where this parking is • Visitors to be sent information for accessible parking where appropriate when visits are booked. 	<p>Headteacher</p> <p>Site Manager</p> <p>Office Team</p>	<p>July 2025</p> <p>July 2025</p> <p>July 2025</p>	<ul style="list-style-type: none"> ✓ Parents/carers who are disabled or caring for disabled children will know where to park. ✓ Visitors with disabilities will know how to access the car park and where to park. 			

Objective: To narrow the attainment gaps between all groups and subjects.

<p>To ensure, when decorating the classrooms, we keep in mind pupils with sensory needs to avoid classrooms becoming too cluttered.</p>	<ul style="list-style-type: none"> • Conduct research into sensory overload and sensory processing disorder. • Follow up to date research on classroom environments and how they can support neurodivergent children in feeling more comfortable. • Use outreach e.g. Linden Bridge for support with making reasonable adjustments within the classroom environment. • Ensure adequate storage in classrooms to avoid the room becoming cluttered. • Keep workstations clear and tidy. 	<p>SENCO / Inclusion Lead</p> <p>SENCO/Class Teachers</p> <p>SENCO / Inclusion Lead</p> <p>Headteacher / Class Teachers</p> <p>Class Teachers / Assistant Teachers</p>	<p>February 2025</p> <p>February 2025</p> <p>February 2025</p> <p>July 2025</p> <p>January 2025</p>	<ul style="list-style-type: none"> ✓ Classrooms will be calming and not overstimulating for children. ✓ Children’s workstations will be kept clear and tidy to ensure there is limited visual distress being caused. ✓ Worksurfaces are clear from clutter. ✓ Reasonable adjustments specific to the cohort are made. 			
<p>To narrow attainment gaps between different groups across all subjects, specifically:</p> <ul style="list-style-type: none"> • Pupil Premium and SEND children 	<p>Termly on-going</p> <ul style="list-style-type: none"> • Continue to analyse school data for identified groups. Data will be analysed for any trends leading to ‘gap analysis’ actions • Robust progress meetings will take place to identify children’s gaps in learning and actions will be implemented to close these gaps 		<p>Ongoing</p>	<ul style="list-style-type: none"> ✓ 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. 			

<p>To ensure pupils with SEND have access to appropriate technology.</p>	<ul style="list-style-type: none"> Review the tech that we are using to support our SEND pupils. Research any further tech that would be a benefit for our SEND children. Purchase any additional resources necessary to facilitate learning. 	<p>SENCO / Class Teachers</p> <p>SENCO</p> <p>Headteacher</p>	<p>April 2025</p> <p>June 2025</p> <p>July 2025</p>	<ul style="list-style-type: none"> ✓ Pupils with SEND will have access to technology that can support them in their learning. ✓ Pupils with SEND actively use the technology to support. ✓ Teachers and ATs actively plan for pupils to use technology where appropriate. 			
<p>Improved access to information</p> <p>Objective: To ensure information is accessible for all</p>							
<p>To ensure accessible signage is used throughout the environment and for all activities and events.</p>	<ul style="list-style-type: none"> Identify the accessible signage needed. Purchase/create the accessible signage. Display the accessible signage in the necessary places. 	<p>Site Manager</p> <p>Site Manager</p> <p>Site Manager</p>	<p>February 2025</p> <p>February 2025</p> <p>February 2025</p>	<ul style="list-style-type: none"> ✓ 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. 			
<p>To raise the profile of how we celebrate diversity and challenge stereotypes within our</p>	<ul style="list-style-type: none"> Assembly rota to be shared with Natasha in the office so she can add in the themes of the fortnight's assemblies 	<p>Sophie Amos</p> <p>Natasha</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ✓ Parents/carers will have a better understanding of how we ensure 			

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| | <ul style="list-style-type: none">• Continue to plan our collective worship policy and include challenging stereotypes. | | | | | | |
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