

Wallace Fields Infant School and Nursery



Equality Policy & Action Plan

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.

Reviewed: Summer 2021

Next Review: Spring 2022

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

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, behaviors' 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. 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 253.
- The number of children eligible for Pupil Premium funding at our school is currently 3.9% or 7 children in 2020-21 (3% in 2019-20 and 4.5% in 2018-19).
- There are currently three children (1.7%) who have been adopted from care (LAC) in the school. Two of these children have additional needs and an EHCP.
- We currently have four children with an EHC Plan and a further child who is currently undergoing assessment for an EHCP. Children at SEND Support is just below National at 9.4%.
- Compared with National, we have a high number of children whose first language is not English in the highest quintile at 30%.
- We have a rich cultural diversity which we celebrate through assemblies, special events and through our curriculum. There are 32 languages other than English spoken, plus British Sign Language. The most dominant languages other than English are Chinese (Mandarin or others) followed by Albanian and Urdu.

- We have 12 of the 17 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 65%, followed by White and Asian (6%).
- As a school we typically have more boys than girls on roll (currently boys 55% compared to 45% 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.

Mission Statement

WFIS & Nursery strives to place high-quality, engaging teaching and learning at the heart of the school; alongside a caring ethos promoting pupils' individuality and exploration in learning, fostering deeper-level thinking, confidence, resilience and inspiring our pupils to be lifelong learners.

Our Aims

Provide a fun, happy, caring and stimulating learning environment in which children and staff feel valued, safe and secure

Ensure motivation, confidence and enthusiasm for life-long learning, through celebrating achievements and differences

Develop an understanding and appreciation of the world in which we live and to take an active part in caring for our environment

Inspire confidence and independence by nurturing a passion and love for learning

Promote sensitivity towards others

Value the partnership between governors, parents and staff to provide the best possible education for all

Understand, respect and value the ever changing world in which we live

Try our very best in all that we do and to achieve very high standards in teaching and learning across the school

Use technology in a thoughtful and respectful way to enhance learning

School values

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

The school values of: 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 objectives
2020-2021

Subject leader name: Katie Muir				
Objectives <i>What are we aiming to achieve? (Link to School Development Goals where relevant)</i>	Actions <i>What will happen to achieve the outcome?</i>	Success Criteria <i>What will we see when we have achieved the objective?</i>	Person Responsible	Monitoring/ Evaluation <i>How will you measure the impact and decide on next steps?</i>
Foster Good relations Curriculum				
Objective: To further enhance diversity in the curriculum.	Spring 2021 <ul style="list-style-type: none"> • Amend of planning prompts for Medium Term Planning with key questions to ensure equality and diversity is reflected in the topic journey e.g. ethnicity, gender, religion, language, family groupings (this has been added to the planning questions document) Summer 2021 <ul style="list-style-type: none"> • Update our annual collective worship overview and ensure it includes: equalities, religious festivals, protected characteristics, British values, special events and weeks e.g. autism awareness etc (In Collective worship policy) • Update our overview/calendar of religious festivals and other celebrations to ensure we are celebrating these in more depth throughout the year. Ensure it better reflects the school population/community. (These have also been added to the calendar by Emma) • Teachers will review their curriculum planning to ensure there is an equal balance of religious festivals throughout the year • A review of reading books will take place to ensure that they are reflective of equality and 	<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. 	Teachers	Planning Review Children’s questionnaires.

	<p>family set up. (Evidence of these in the library and some on display in classrooms)</p> <ul style="list-style-type: none"> • Additional resources will be purchased including books and toys which celebrate and show diversity. Increase resources and books that are purchased to reflect the current EAL children in our setting • Create a display to celebrate the languages of our community • 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. • The PSHCE and RE curriculum will be reviewed to build further on the opportunities to celebrate identity and diversity <p>2021-22</p> <ul style="list-style-type: none"> • The termly curriculum planning will be reviewed to ensure there is an equal balance of religious festivals throughout the year • Teachers will continue to carefully plan for ethnicity and how roles are represented. Plan for historical figures from other cultures to be explored in history • Use the newsletter to showcase some of the learning that reflects the equalities objectives • The PSHCE and RE curriculum will continue to be reviewed termly to ensure there are ample opportunities to celebrate identity and diversity. Schemes of work will explicitly address the causes and consequences of discrimination and help pupils recognise, understand and challenge stereotypes • Introduce 'Language of the Month' for children to learn and be introduced to languages around the world • Make links with schools across the world for children to compare their lives 			
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Advance equality of opportunity Staff				
<p>Objective: To increase the representation of staff from minority ethnic backgrounds or those identifying from a protected characteristics over a four-year period. In particular (males and ethnicity)</p>	<p>Summer 2021</p> <ul style="list-style-type: none"> • Undertake an analysis of recruitment data and trends with regard to the protected characteristics and report on this to the Governing Board's Staffing and Pay Committee, with a view to addressing identified needs from the analysis (Tara has a separate document) • Review recruitment procedures and advertising to promote WFIS and Nursery as a diverse community • Target parents who are parent helpers/reading buddy who are from an ethnic minority for recruitment procedures <p>2021-22</p> <ul style="list-style-type: none"> • Train all members of staff and governors involved in recruitment and selection on equal opportunities, non-discrimination and unconscious bias. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements and wider issues 	<ul style="list-style-type: none"> ✓ Governors plan for recruitment from underrepresented groups. ✓ Recruitment data/staffing structure shows career advancement. ✓ School advertising promotes diversity. ✓ The school's recruitment and career development procedures and opportunities are fair and equal for all. 	<p>Governors, School Business Manager.</p>	<p>Recruitment files</p>
Advance equality of opportunity Pupils				
<p>Objective: To narrow attainment gaps between different groups across all subjects, specifically:</p> <ul style="list-style-type: none"> • EAL children in SSM in the EYFS • Other groups as identified in the Reception and KS1 data 	<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. 	<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>Teachers Teachers SLT</p>	<p>Pupil progress meetings, learning looks.</p>
Eliminating discrimination				
<p>Objective: To eliminate discrimination.</p>	<p>Summer 2021</p> <ul style="list-style-type: none"> • Teachers to plan opportunities to show a diverse range of representations in planning 	<ul style="list-style-type: none"> ✓ Children will be exposed to a wide range of ✓ All parents will feel equally 	<p>Teachers SLT</p>	<p>Book looks and teacher voice</p>

	<p>and resources e.g. images of different protected characteristics in PowerPoints through incidental learning that also challenge stereotypes</p> <ul style="list-style-type: none"> Review how schemes of work through PSHCE and British Values teaching sessions explicitly address the causes and consequences of discrimination and help pupils recognise, understand and challenge stereotypes through book look and teacher voice analysis <p>2021-22</p> <ul style="list-style-type: none"> 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? Run an event to involve fathers in the life of the school e.g. a daddy reading day, a daddy writing project 	involved within the life of the school.		
Advance equality of accessibility.				
<p>(Accessibility Plan)</p> <p>Improved access to the curriculum</p>	<ul style="list-style-type: none"> Review our robust procedures so that we can continue to ensure that school trips are made accessible to all. Continue to ensure admission packs request additional medical information about both the parents and their child so that as a school we can fully understand any special requirements that need to be made for the whole school community. Continue to review teaching and learning to ensure the needs of all learners are met. Review the technology that is used to enhance the curriculum for those with additional needs. Continue to provide regular training for staff on individual needs and how these can be met. Train new staff on facilitating independent learning and maximising the use of adults. (Update training was delivered Summer 2021 for all TA's and teachers) Continue with robust and rigorous review of teaching and learning to ensure the attainment 	<ul style="list-style-type: none"> ✓ The teachers will visit the location before the visit to ensure that it is suitable for all. Wheel chairs will be available if required. ✓ The curriculum will be accessible to all. ✓ Communication with the school will be accessible to all ✓ Children will have access to a range of technology that will support them with their learning. ✓ The gap between SEND children and all other learners is closing overtime ✓ The progress made by SEND pupils and children with an EHCP is as good as that made by pupils with SEND nationally. 	SLT	Data analysis, pupil voice, teacher voice, teaching and learning walks.

	gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)			
Improved access to the Physical environment	<ul style="list-style-type: none"> Undertake a review of additional learning spaces to ensure there are calm spaces for children with minimal visual, sound and sensory overload. (Building work commencing on other learning spaces) Where needed or for individuals who require it additional learning environment adaptations will continue to be made and reviewed e.g. partitions or screens, sloping boards, wobble cushions, elastic bands for chairs. Review our parking arrangements for those from the school community who are registered disabled physical access for children & parents with disabilities. 	<ul style="list-style-type: none"> ✓ Children with additional needs will have a calming space ✓ Children will have their physical needs met in the classroom environment 	SENDCo	Teaching and learning walks, pupil voice, professional outside agency reports.
Improved provision of information	<ul style="list-style-type: none"> Continue to work with parents and provide British Sign language interpreter for deaf parents. Where required, work with the Local Authority for support on converting written information into different formats. Continue to provide voice over PowerPoints for curriculum workshops so that they are accessible to those who are visually impaired or have poor reading skills. 	<ul style="list-style-type: none"> ✓ All parents will be able to fully access communications via the school 	Office Staff	Parent Voice

Accessibility Plan

	Objective	What	How	When	Goal Achieved
Improved provision of information	To ensure compliance with DDA and Code of Practice.	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	Ongoing - yearly	School complies with requirements of DDA and Code of Practice

<i>Improved provision of information</i>	To ensure admission packs request additional medical information about both the parents and their child.	To review Admissions policy/pack yearly	Head Teacher to review annually	ongoing	School will be fully aware of the disability needs of all parents/carers and pupils
<i>Improved access to the curriculum</i>	To ensure that school trips are made accessible to all.	Class Teachers will ensure that all parents and pupils have access to the school trips	The teachers will visit the location before the visit to ensure that it is suitable for all. Wheel chairs will be available if required.	ongoing	Everyone will be able to access all trips
<i>Improved access to the curriculum</i>	To ensure that teachers planning ensures opportunities for all pupils.	Teachers will ensure that lessons are appropriately differentiated for the pupils in their class. Deputy Head Teacher will monitor planning to ensure differentiation.	Weekly planning	ongoing	All planning will continue to meet the need of every individual child
<i>Improved access to the curriculum</i>	To ensure that SEND Arrangement targets continue to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different' from those provided for other pupils.	Class teachers write termly SEND arrangement targets and one page profiles. SENDCO reviews plans before being sent to parents.	SEND arrangement targets are written by the class teachers and checked by the SENDCO. SEND Arrangement targets are decided in conjunction with parents and children are shared with TA's and support staff	Termly-ongoing	SEND Arrangement targets will map out the Childs next steps in learning and outcomes will be judged against clear success criteria
<i>Improved access to the curriculum</i>	To create a clear provision map of all Inclusion support in place to meet individual needs, including financial distribution of funding	SENDCO in conjunction with the class teachers and SEN teaching assistants to complete a provision map to outline what support is in place for our SEN pupils	SENDCO will complete SEN provision map and discuss with all staff at SEN meeting (termly)	ongoing	Inclusion Manager will have a clear understanding of SEN provision in the school and will allocate support when required. All pupils will be supported effectively

<i>Improved access to the curriculum</i>	To continue SEN meetings with Class Teachers and Teaching Assistants	Class Teachers and Teaching Assistants have allocated time to discuss SEN pupils and vulnerable groups of pupils, IEP's and support activities	During Inset time, staff are allocated SEN time.	ongoing	Class Teachers and Teaching Assistants will have a clear understanding of the needs of the pupils in their class allowing effective support to be put in place
<i>Improved physical environment</i>	To improve physical access for children & parents with disabilities.	Ramps for easy access for those with disabilities are available at entrances to the school.	Head Teacher ensured that this was included in the plans for any new building works	Ongoing	Walkways are installed that enables children & adults with disabilities to have easier access to new classrooms
<i>Improved physical environment</i>	To ensure there is an accessible toilet that can be used by disabled pupils & staff & parents	An accessible uni-sex disabled toilet is available in the office area, Nursery and Reception buildings.		Ongoing	Accessible toilet available for all pupils / adults