

# PERRYFIELDS INFANT SCHOOL



*Helping each other to learn and grow*

## Equalities Policy

Approved By	Date	Next Review Date
LGB	21 <sup>st</sup> March 2022	Spring 2023
LGB	13 <sup>th</sup> March 2023	Spring 2024

# **PERRYFIELDS INFANT SCHOOL**



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## **Equalities Policy**

**The Equality Act 2010 has three main aims:**

- **To eliminate discrimination**
- **To advance equality of opportunity**
- **To foster good relations**

### **Policy Statement**

In accordance with our school aims we pledge –

- To respect the equal human rights of all our children
- To educate them about equality
- To respect the equal rights of our staff and other members of the school community

We will assess our current school practices and implement actions in relation to –

- Ethnicity
- Religion or belief
- Socio-economic background
- Gender and gender identity
- Disability
- Sexual orientation
- Age

We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to –

- Ethnicity
- Religion or belief
- Socio-economic background

## Statutory Requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Local Authority procedure for recording incidents involving children in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

The equality objectives cover all statutory requirements outlined in the EYFS framework.

## Community Cohesion

Perryfields Infant School is a smaller than average school serving the families in the local community of Springfield. The school is oversubscribed and numbers on roll are at capacity. Perryfields Infant School is an inclusive community school and parents/carers are very supportive of the school and all it provides. They show their support by being actively involved in helping their children to succeed and by enjoying the strong communication links between everyone in the school community.

There are 8% of children who have free school meals which is low compared with the national average; 38% of children come from minority ethnic groups and have English as an additional language, which is above the national average and 12% of children are identified as having some educational need. There is no significant social deprivation and statistics indicate that 17% of adults have attended higher education and 27% of children are from high social class households.

The curriculum is planned to support ideas of community cohesion both locally and nationally and is reviewed termly. The school has forged links with many partners over time and has strong partnerships with pre-school providers, the local nurseries, local primary, secondary and special schools to improve the cross phase provision for families. Since 2018, Perryfields Infant School has been part of the Chelmsford Learning Partnership Academy Trust (CLP) and works closely with the other primary and secondary schools within the Trust to share ideas and develop staff CPD to improve the outcomes for all the pupils.

## Responsibilities

Governors take the lead, but the Trust as a whole are responsible for –

- Drawing up, publishing and implementing the school's equality objectives
- Making sure the school complies with the relevant equality legislation
- Making sure the school's Equality Scheme and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for –

- Making sure steps are taken to address the school's stated equality objectives
- Making sure the equality, access and community cohesion plans are readily available and that the governors, staff, children and their parents and carers know about them
- Producing regular information for staff and governors about the plans and how they are working
- 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, including prejudice related incidents
- Enabling reasonable adjustments to be made, in relation to disability, in regard to children, staff parents and carers and visitors to the school.

All staff are responsible for

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups
- Dealing with prejudice related incidents
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities

The Headteacher is responsible overall for dealing with reports of prejudice related incidents. Visitors and contractors are responsible for following relevant school policy.

## **Publication and Review**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request and on the school website.

The policy will be kept under regular review (annually), and replaced every three years.

## **Reporting on Progress and Impact**

A report on progress with the actions listed below will be published by the governors in the prospectus at the end of each school year. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

## **How we Conduct Equality Impact Assessment**

Equality objectives and monitoring procedures are part of routine self evaluation and the school improvement plan as appropriate.

## **How we chose our Equality Objectives**

Our equality objective –setting process has involved gathering evidence as follows

- From the monitoring procedures in school.
- From analysing Online reports and class assessments of vulnerable groups
- From discussing specific needs with the relevant people (including disabled people)

The evidence is then analysed in order to choose objectives that will

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation
- Foster good relations between different groups in terms of –  
Ethnicity  
Religion or belief  
Socio-economic background  
Gender and gender identity  
Disability

Sexual orientation  
Age

## **Equality Objectives 2022-25**

- Continue to monitor the progress of vulnerable groups across the school in all subjects, particularly Literacy and Numeracy and ensure steps are taken to address any identified issues.
- Continue to promote children's social, moral, spiritual and cultural development so that positive interactions and good relations are fostered between those different from themselves in terms of disability, ethnicity, culture, religious affiliation, national origin and sexuality.
- Monitor disadvantaged pupils to ensure equal access to the whole school curriculum offer.

## **Access Objectives 2022-25**

Ensure every child has access to every aspect of the curriculum as appropriate and reasonable adjustments are made where necessary (see accessibility plan).

## **Community Cohesion Objectives 2022-25**

- Continue to promote and enhance community cohesion and a sense of shared belonging in the school and the school's neighbourhood so that children from different backgrounds get on well with each other and become positive and active members of their community.
- Ensure the curriculum explores the diversity of the school, the local community and British society.
- Families continue to be supported by the extended schools agenda, accessing support from professionals where needed so that children, irrespective of their differences, are able to make good progress and any cultural and religious diversity is well met.

(To be read in conjunction with the SEN policy, Behaviour policy and CLP Equality Duty policy)