



**Henleaze Infant School
Equality Plan**

Author/Person Responsible	<i>Headteacher</i>
Date of Ratification	<i>Sept 2022</i>
Review Group	<i>Curriculum Committee Resources Committee</i>
Ratification Group	<i>Full Governing Body</i>
Review Frequency	<i>Every Three years Subject to local education authority and/or national policy change</i>
Review Date	<i>Sept 2025</i>
Previous Review Amendments/Notes	
Related Policies	
Equality Impact Assessment Have any adverse impacts been identified under the Equalities Plan? (nb – if answered ‘yes’ please attach a Full Impact Assessment)	
Is there an impact on the Governor Handbook? (if ‘yes’ please inform Clerk)	

Chair of Governors Signature	
-------------------------------------	--

HENLEAZE INFANT SCHOOL Equality Plan

- 1. Mission statement**
- 2. Mainstreaming equality into policy and practice**
- 3. Equal Opportunities for Staff**
- 4. Equality and the law**
 - a. Race**
 - b. Disability**
 - c. Gender**
 - d. Sexual orientation**
 - e. Community cohesion**
 - f. Age, religion or belief, or marital status**
 - g. Pregnancy and Maternity**
- 5. Consultation**
- 6. Roles and Responsibilities**
- 7. Tackling discrimination**
- 8. Review of progress and impact**
- 9. Publishing the plan**
- 10. Action Plan**

1. Mission statement

At Henleaze Infant School 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, age, gender, sexual orientation, disability, faith or religion, socio-economic background or being pregnant or undertaking maternity leave. 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.

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. Governors will monitor the implementation of this policy and how resources are used to promote equality. At Henleaze Infant School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Public Sector Equality Duty (PSED)

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, and which extends to all 'protected characteristics' – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

There are three main elements within the act and in carrying out our functions, as a school, we must have regard to the need to:

1. Eliminate discrimination and other conduct prohibited by the act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The PSED replaces the previous three sets of separate duties to promote disability, race and gender equality.

All schools must have 'due regard' to the three elements. Therefore whenever significant decisions are being made, or policies being developed or reviewed, the school will consider carefully the equalities implications.

It is our duty and we shall endeavour to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor attendance and achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Henleaze Infant School

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.
- Robust policies and procedures for dealing with allegations of bullying or harassment.
- Recruitment practices that reach a wide audience and encourage applications from underrepresented groups

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Equality Act (2010).

The action plan at the end of this Equality Plan outlines the actions Henleaze Infant School will take to meet the general duties detailed below. The school's Equality Plan will be reviewed annually.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Equality Act 2010.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The Equality Act 2010 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Equality Act 2010 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;

4c. Gender Equality

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;

4d. Sexual Orientation

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2010 came into force on 1 Oct 2010, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community

cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

4f. Age, religion or belief, or marital status

The Equality Act 2010 makes it illegal to discriminate against any employee on the grounds of age, marital status, religion or belief.

Under our specific duty we will:

- Ensure equal opportunities for staff in respect of appointments, appraisal, career progression.
- Any reported discrimination on the grounds of age, marital status, religion or belief will be dealt with by the leadership of the school in accordance with the Disciplinary Policy. Reasonable and appropriate adjustments will be made in respect of specific needs or requests with regard to the practice of religious beliefs, or arising out of age related conditions or circumstances.
- Reasonable and appropriate adjustments may be made for children with particular religious beliefs, in response to requests from parents. Such requests may relate to:
 - School uniform
 - Assemblies
 - Curriculum
 - Trips
 - Religious observance

4g. Pregnancy and Maternity

The rights of pregnant women and new mothers are covered by the school's maternity policy.

Under our general duty we will:

- Not discriminate against a woman within a protected period in relation to a pregnancy or treat her unfavourably because of the pregnancy or because of an illness suffered as a result.

Under our specific duty we will:

- Carry out risk assessments for pregnant staff.
- Ensure that staff are aware of their rights to attend appointments in connection with their pregnancy.
- Make reasonable and appropriate adjustments in response to the risk assessment. Provide staff with all the information they need in relation to maternity leave, payment, and return to work.
- [Link to the flexible working policy.](#)

5. Consultation and involvement

It is a requirement that the development of this 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 the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meetings, the dates of which will be diarized;
- Input from staff surveys (with questions included in the Term 6 survey), through staff meetings / INSET (dates diarized);
- Feedback from PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans / Personalised Provision Maps, mentoring and support;
- Feedback at Governing Body meetings.

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher (or senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher. · Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to implement the school's Safeguarding (whistleblowing and reporting low level concerns) Anti-Bullying and Behaviour Policies as appropriate; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are recorded on Cpoms if instigated by a pupil and reported to the headteacher and racist incidents are reported to the governing body.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes (including banter);
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting discriminatory incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:

Incident

Member of staff to investigate further (if incident reported) or challenge behaviour immediately

Incident to be logged on CPOMs with the correct category tagged, any investigation notes scanned and actions logged.

Response to victim and family Response to perpetrator and family

Action taken to address issue with year group / school if necessary e.g. through circle time / assembly

Incidents to be reported to Governing body

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.

Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents.
Senior Management Team	To support the Headteacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Non -Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

8. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire plan and accompanying action plan on a three year cycle.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender 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;

2022-23 Equality Objectives

Objective	How objective will be achieved	Responsibility	Timeframe	Success Criteria
<p>To actively engage groups within the parent/carer community that are less engaged in school activity</p>	<p>Reception staff member to lead on new family engagement</p> <p>Academic mentor to have weekly communication on reading with families of children in receipt of Pupil Premium</p> <p>Inclusion team (inc HT) to host coffee mornings at least once per term with siblings invited</p>	<p>HT AHT</p>	<p>Throughout 22-23</p>	<p>By July 2023 parent survey will show greater representation of EAL and FSM families</p> <p>100% FSM families will attend parent's evening</p> <p>Monitoring of school events (curriculum evenings) and school communication (Surveys and online learning diaries()) will show increased uptake from FSM families</p>
<p>Review Jan 2024 Data not collected on pupil/family contextual factors in this survey</p> <p>KS1 FSM chn read once per week with AM. 22-23 data 100% Y1 PSC, 67% Y2 PSC, but significantly below for end KS1 reading (NB SEND factors) https://docs.google.com/document/d/1zdBFWjW5On5WAxhQa9Y9ABGKymwt2Lzz/edit</p> <p>Oct 23 % FSM attended parents evening was 100% Feb 24 attendance was</p> <p>22-23 Following parent workshop, by T6 95% parents are contributing to learning diaries (an incr from 64%all, 16% FSM families in T2)</p> <p>23-24 Changes to format and times of curriculum events to encourage attendance from FSM families 50% of parents of chn with FSM attended the phonics 'learn-a-long' in Oct 2023</p> <p>22-23 3 Coffee mornings/info sessions held with outside speakers</p> <p>23-24 At least one coffee morning/info session per term to include school nurse, parent SEND support group, Behaviour Outreach team</p>				

Update staff equalities data annually.	Annual questionnaire to go out with Salary statement each autumn.	SBM	Each October	SIMS records show race, disability and gender details.
<p>Jan 2024 Information collated in 22-24 And used to inform EQIA in teacher group management of change</p> <p>Recruitment plan not yet amended</p>				
To train staff on how to respond effectively to prejudice-related bullying	Regular revisiting of the Behavior and Anti-bullying policy in staff meetings/INSET	HT	ongoing	By July 2023, 90% of our staff will feel confident in responding effectively to prejudice-related bullying, as shown in the annual staff survey
<p>Jan 2024 Delayed Anti Bullying policy & procedures updated October 2023 to include flow chart of actions. Following Jan INSET specific actions relating to prejudice will be added in Term 3</p>				
Subject leaders to identify Underperforming groups and the barriers to attainment in their subject and introduce strategies to eliminate barriers	Appraisal targets set for subject leaders Monitoring expectations shared SLT review of monitoring	AHT		By July 2024 all subject leaders will have implemented measures in their curriculum progression to eliminate barriers for underperforming groups
<p>Jan 2024 Leaders monitoring focused on disadvantaged groups in 22-23 with findings indicating a mixture of barriers leading to gaps in attainment in core subjects. 23-24 focus on writing taken forward as a main SDP target, maths vocab for EAL pupils and reading for EAL pupils all added to SDP.</p>				
Review accessibility to the curriculum for pupils and staff with disabilities, including premises review with regards to hearing	LA premises survey Inclusion monitoring of effectiveness of current spaces Visit/liaison with to specialist settings	SENDCO SBM		By July 2022 there will be a number of classrooms and shared spaces with adjustments to acoustics; we will have an appropriate space indoors and outdoors for pupils or staff who would benefit from a low sensory break out space.

impairment and (Low) sensory environment review				
<p>Jan 2024 3 classrooms, 2 intervention rooms and the main hall have tiles rto support acoustics; a sensory room has been set up and resources, we have one playground that is resourced as a calm playground and the Reception patio has a sensory area.</p>				
To increase the proportion of staff from underrepresented groups in our staff team (in particular race and gender) through targeted recruitment	Consult with LA HR advisors Advertise outside of eteach Review of recruitment packs	HT SBM		By July 2025 the proportion underrepresented groups will have increased (in particular race and gender)
<p>Jan 23 No change to recruitment strategy at this point % nwbri: compared to Jan 22 % non female:</p>				
To increase the proportion of educational visits and visitors from world faiths and cultures other than British to enable pupils to better understand and value difference and diversity	survey of our school community's outside experiences review of previously planned enrichment	AHT RWV Lead		By July 2024 monitoring will have informed a revised curriculum map of educational visits and visitors. Pupil conferencing will demonstrate positive attitudes to diversity
<p>Jan 23 Plan for Term 4 enrichment event led by RWN Lead, supported by Humanties Lead</p>				

The implementation of this policy and impact of the plan will be monitored by the Curriculum Committee and Resources Committee.