



EQUALITY POLICY

Last reviewed: Spring 2017 To be reviewed: Spring 2018

Overall aims of this policy:

- 1. To eliminate discrimination, harassment and victimisation.**
- 2. To promote equality of access and opportunity within our school and within our wider community.**
- 3. To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.**

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender, Community Cohesion and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

This equality policy sets out:

- The school's context
- Our aims and values
- Our overall commitment to promoting equality, community cohesion, recognising and celebrating diversity and challenging discrimination.
- Specific reference to our policy community cohesion, race equality, disability equality, gender equality
- Details of the steps we will take to monitor, review and assess the impact of our policy.

Equality Act 2010

This Act harmonises and streamlines existing equality legislation into one Single Act. The Act protects individuals from discrimination and harassment based on the following 'protected characteristics':

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

This policy sets out how we aim to address our responsibilities under the new Act in relation to pupils and prospective pupils at our school (and in some cases pupils who have left our school) as well as staff, parents, guardians or carers and any other person who has access to our school. Our policy also reflects the fact that children in our school are very young and we believe it is our responsibility to ensure that actions we put into place to ensure we fulfil our duties will be age appropriate.

1. The School Context

Long Ditton Infant and Nursery School is a two form entry infant school with a PAN of 232. In 2014 one extra class of 30 has been taken in to help the rise in pupil numbers taking our PAN to 262 (16.1.15). It is set in the heart of Long Ditton village on the boundary of Kingston upon Thames. The school is a community school and draws its pupils from the local neighbourhood and surrounding areas where the families are predominantly white. Pupils also come from a wide range of backgrounds with about 8% of children claiming FSM which is below the national average.

In 2015/16, attendance was 95.3% and this was the national average. Stability is 96.5%, which is 10.8% above the national average of 85.7%. 52.1% of our pupils are male, 47.9% female.

In an average year about 26 of our children will be on the SEN register. This usually breaks down into approximately 2 statements and 24 SEN Support 12% of main school (not including nursery).

1.1 Ethnic composition of the school

31% of children come from minority ethnic groups with the national average being 29.7%

Pupils Ethnicity	% of pupils School	% of pupils National
White-British	69	69.3
White Irish	0	0.3
White Traveller of Irish heritage	0	0.1
White Romany or Gypsy	2.8	0.3
White any other White background	7.7	5.6
Mixed White and Black Caribbean	2.1	1.5
Mixed White and Black African	0.7	0.7
Mixed White and Asian	3.5	1.5
Mixed any other mixed background	2.8	1.9
Asian or Asian British - Indian	1.4	2.8
Asian or Asian British - Pakistani	2.1	4.2
Asian or Asian British - Bangladeshi	0.7	1.7
Asian or Asian British – any other Asian background	0.0	1.7
Black or black British_ Caribbean	0	1.2
Black or black British_ African	0	3.7
Black or black British_ any other Black background	0	0.7
Chinese	0.7	0.4
Any other ethnic group	2.1	1.7
Parent/pupil preferred not to say	1.4	0.5
Ethnicity not known	2.8	0.5

The staff group broadly reflect the ethnic composition of the local area.

1.2 Linguistic Diversity

Usually around 89.4% of pupils speak English at home compared to 81.8% nationally. This reflects the linguistic composition of the local area.

Home language	Number of pupils
English	214
Bengali	2
French	2
German	1
Hindi	1
Dutch/Flemish	1
Vietnamese	0
Polish	2
Korean	3
Malayalam	1
Arabic	2
Portuguese	0
Urdu	2
Czech	0
Gujarati	2
Tamil	0
Greek	1
Pending	0

1.3 Religious Diversity

	% of pupils	Number of pupils
Christian	44%	102
Hindu	2.1%	5
Muslim / Islam	3.8%	9
Jewish	<1%	2
No religion or none given	48.7%	114
Other Religion	<1%	1

1.3 Achievement and Expectations

Achievement and expectations are high with target setting, monitoring, reviewing and evaluating underpinning everything we do. Each year group has targets to raise achievement and children have individual targets. End of Key Stage 1 assessment results are rising and continue to be well above the national average.

The attainment on entry to the foundation stage is above average for the nation as a whole; however various groups of our children score significantly lower than this (school tracking data and FSP)

The progress of children in all groups is rigorously tracked and intervention put in place early to tackle underachievement.

1.4 Early Childhood Education

We specialise in early childhood education and believe in educating the whole child through a Living Values led broad and balanced creative curriculum. Through our curriculum we *promote* a healthy lifestyle for both body and spirit. There is a positive ethos in the school and a close partnership with parents.

The vast majority of pupils come to school well motivated; they work hard and make the most of their educational experiences. Their parents value the educational provision, are extremely supportive and eager to work in close partnership with the school. A significant number of parents give their time each week to help in school on a regular basis.

2. Equality – Vision Values and Aims

We are a Living values school. Each month we link and teach these Values within each area of the curriculum. Through our **SMSC provision (Spiritual, Moral, Social & Cultural), including British values**, we aim to enable pupils to develop their self-knowledge, self-esteem & self-confidence. Pupils will learn right from wrong and to respect other cultural differences.

2.1 Aims

At Long Ditton Infant and Nursery School we aim to provide equality and excellence for all pupils in order to promote the highest possible standards.

In terms of equality, diversity and community cohesion, we want every pupil, parent, member of staff or member of the community to be treated equally within the school setting and to be offered equal opportunities. We aim for children to develop a mutual respect and understanding for people of different backgrounds and to apply this to their social interactions with each other and within the wider community.

2.2 Promoting equality

The objective of this policy is to provide a framework in which the school can pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Long Ditton Infant and Nursery School seeks to ensure that no pupil, member of staff, parent 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 or gender reassignment, sexual orientation, marital status, disability, age, responsibility for children or other dependants, political views, union affiliation, social class, where the 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.

3.1 School Community

Each child is part of a class and part of a year group. Within the year group there are many opportunities across the school year for children to interact with pupils in parallel classes such as in literacy, numeracy and activity weeks. Teachers in parallel classes work closely together in planning and assessing children's work. Each term the school has an activity week and the themes involve learning about the local community and the international community.

Outside of school hours, children have the opportunity to join a number of teacher-led clubs e.g. art, French, recorder, choir, board games, drama and environmental and gardening. A wide variety of externally run clubs, suitable for all, use the school premises. The school is also used by Early Years and Childcare Services occasionally as required.

Parent surveys enable parents to feel part of the school community in which their views are sought, and acted upon. (Most recent survey December 2014).

3.2 The local community

When considering current and planned provision and support for community cohesion the school and the Governing Body have due regard to all applicable policies and procedures, in particular the Behaviour and Anti Bullying Policy, the Inclusion Policy, the Special Educational Needs (“SEN”) Policy and the Recruitment Policy.

3.2.1 Each new Nursery and Reception child joining the school is offered a home visit prior to joining at which point parents/carers are able to discuss any concerns about their child, in confidence, which might affect their education so that the school can put in place appropriate measures to support that child when they join. The Early Years teachers also visit local feeder nurseries in the Summer Term to assist the transition of children into Reception in September.

3.2.2 A statement is included on all letters to new parents/carers (including the initial letter sent following the offer of a place and the invitation to attend an induction evening) encouraging parents/carers to contact the school if there are any adjustments which the school could make to help parents/carers support their child’s learning. Medical care plans are compiled in consultation with parents for children who have specific needs and these are brought to the notice of all staff and displayed discreetly in prominent areas for quick consultation should the need arise.

3.2.3 The Headteacher operates an open door policy for members of staff wishing to discuss any concerns they have regarding problems, medical conditions or disability and the school monitors all application processes to ensure that discrimination is not used.

3.2.4 The school liaises with the manager of “FunSport Breakfast Club” and “Clubland After-School Club” on an ongoing basis to ensure that the needs of all our children are catered for. Both clubs are held at Long Ditton Infant & Nursery School.

3.2.5 We are located very near to Long Ditton St Mary’s Junior School, to which 95% of our pupils transfer for Key Stage 2, and have forged close links with them which aid in the transition stage from KS 1 to KS 2.

3.2.6 We are members of the Elmbridge Partnership Confederation and the Ember Learning Trust, and part of that work is how we operate in the Hinchley Wood Partnership which comprises 7 of our most local schools including the secondary. This work provides close links with other schools. As a partnership we employ a Home School Link Worker who works across our 7 schools and this aids cohesion in the way that families are supported across the schools providing the best outcomes for the more vulnerable children.

3.2.7 Our PE coordinator has forged strong links with Epsom and Ewell Sports Partnership and Elmbridge District Primary School Sports Association. We are forging links with other primary schools in the area through shared sport fixtures and meetings. We give out leaflets from local sports clubs to encourage parents to take their children along. We have links with Surbiton Tennis club.

3.2.8 We have a good relationship with the church and the Rector visits once a month to do a non-denominational assembly. Once a term the whole school visit the Church for a special celebration assembly. This year we have introduced a joint Harvest Festival with the Junior School which parents from both schools attended. Classes also visit the church and synagogue as part of their RE curriculum. We encourage parents holding different religious beliefs to come in and talk to the children so that our children’s experience is enriched.

3.2.9 Our Yr2 children perform their Christmas songs at a local day centre annually and the Yr2 choir may sing at various venues for charity throughout the year.

3.3 The National Community

3.3.1 The curriculum for year 1 allows children to study different seaside areas and they look at what it would be like to live near to the coast. In year 2 the children study a contrasting locality which is the island of Coll in the north west of Scotland. They look at the physical area and think about how it would impact on their lives e.g. on transport.

3.3.2 The school supports a number of national charities although these are not the same each year. In the past these have included Comic Relief, Jeans for Genes, RNLI, Marie Curie Cancer Care and Royal British Legion, Childline and Guide Dogs for the Blind.

3.3.3 The children are made aware of national environmental concerns through assemblies and Espresso links. We are all encouraged to recycle paper and compost unwanted food and switch lights off, use sustainable methods of travel and take part in national initiatives e.g. The Big Tidy Up.

3.4 The Global Community

3.4.1 The school has a partner school in Malawi. The link has been set up through a local charity, a member of staff has visited the school and there are plans for other members of staff to do the same. Children exchange work with the children in this school and learn about the similarities and differences of their worlds. We also collect money for an annual appeal for this school.

3.4.2 Opportunities for children to learn about the global community are incorporated into the curriculum in all year groups through stories from other cultures and our International Week.

4. Racial Equality

4.1 We aim to ensure our school provides an education for all, acknowledging and promoting that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens. We are constantly striving to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect.

4.2 We acknowledge that in order to meet our obligations we must ensure that we assess our own beliefs and Values on an ongoing basis.

4.3 The school is fully committed to meeting its obligations under the Act and this is reflected in the policy statements above and through our school aim that children will understand their responsibilities and contribute as caring citizens. To meet the specific duties of the Act we will:

- Ensure that all pupils and staff are encouraged and able to “Be the best they can be”.
- Respect, value and promote differences between people in a positive way
- Prepare pupils for life in a diverse society
- Make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued
- Promote good relations between different racial and cultural groups within the school and within the wider community
- Ensure that an inclusive ethos is firmly established and well- maintained
- Acknowledge the existence of racism and take steps to prevent it
- Oppose all forms of racism, racial prejudice and racial harassment

- Be proactive in tackling and eliminating unlawful discrimination

4.4 Actions to ensure Race Equality

- (a) Monitor any racial incidents.
- (b) Monitor pupils by ethnic group to ensure that every child achieves success.
- (c) Progress of all groups of children will be monitored and reported on in the Head's Report.
- (d) The staff will ensure the promotion of all groups in the books, pictures, stories they use with the children wherever appropriate and practicable.
- (e) The school will endeavour to ensure that the governing body and staff team reflects the local community it serves.

4.5 We will not tolerate racial harassment of any kind and we are committed to combating racial discrimination. The termly Head teachers report also allows Governors to monitor any racial incidents and take action as necessary.

4.6.1 Radicalisation and Extremism: Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

4.6.2 Long Ditton Infant and Nursery School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

5. Disability Equality

We aim to ensure that wherever possible disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

5.1 In order to fulfil our statutory duties we will ensure that we:

- Do not treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- Do take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition, steps will be taken to ensure that employees and those working with the school's authority:

- Support the governing body in meeting their duties
- Do not act in such a way that renders the governing body liable to a claim of discrimination

5.2 Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools.

5.3 There will be occasions where the treatment of disabled children is different from non-disabled students. This will only happen where the school can demonstrate that such treatment is justified for reasons that are both material to the circumstances of the particular case and

substantial (e.g. health and safety reasons). In such circumstances the school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

5.4 We will always give careful consideration to how participation can be best facilitated. A number of factors may be part of this consideration including:

- The need to maintain academic, musical, sporting and other standards
- The financial resources available
- The cost of taking a particular step
- The extent to which it is practicable to take a particular step
- Health and safety requirements
- The interest of other pupils

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

5.5 We recognise that we have a duty to anticipate adjustments that may need to be made for disabled students and to make reasonable adjustments for disabled students. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- Ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance
- Reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances
- Ensuring there are special arrangements in place for disabled pupils who are being assessed.
- Ensuring our policies and procedures for bullying cover issues of disability
- Working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them
- Ensuring that staff are briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission

5.6 We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- Creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability
- Asking parents during the admissions process about the existence of any disability
- Providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip)
- Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

5.7 We believe that disabled people should be valued for what they can do rather than labelled for what they cannot. To fulfil this belief we:

- Continue to improve the accessibility of the physical environment within the resources available in response to needs arising.
- Identify and monitor the performance of different groups of pupils; boys / girls; minority ethnic groups; SEN; disabled pupils; “looked after” children; EAL; chronic medical conditions.
- Ensure assessment procedures take into account the SEND Code of Practice (2014) as well as the Local Authority advice for levels of SEN support. Assessment also takes into account EAL pupils.
- Have procedures for involving parents / carers in their children’s learning and we monitor this involvement and its outcomes.

- Receive regular training on issues surrounding SEN and inclusion
- Deploy resources to pupils with SEN in excess of the expectations of the SEN Code of Practice (2001)
- Promote wherever applicable positive images, stories and resources showing disability in an affirmative way.

6. Gender Equality

6.1 Long Ditton Infant and Nursery School promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls. Both boys and girls have opportunity to participate in extra-curricular activities and to represent the school in sports competitions.

6.2 Within the classroom we endeavour to ensure that we promote and challenge traditional gender activities in different ways. In the EYFS children are tracked around each area of learning to ensure that they spend time in all areas. This may mean that teachers will specifically ask children to come to work in an area they have not been to (construction/role play) and engage with the children encouraging them to experience play that may be outside their comfort zone. In Key Stage One the teachers monitor children's use of equipment (such as construction and computers) so that we can include challenge as part of our learning. In PSHE teachers will use Circle Time as a way of posing questions to help children think about their own beliefs (e.g. pink is for girls, blue is for boys).

6.3 As part of our curriculum development we are constantly learning how to adapt our practice to make sure we are always improving. We take advice from professionals, parents and other colleagues as to how to improve but also listen to the children's views by including them in learning surveys and the school council.

7. Sexual Orientation

7.1 We welcome diversity amongst all of our community – staff, parents, visitors and children – and recognise the particular contributions that can be made by individuals from a wide variety of backgrounds. It is very important to us that all our children have equal access to the whole curriculum. This enables them to utilise talents to the full regardless of their gender. As our children are young we raise awareness of different family groups through the use of stories, books and resources that enable children to explore and develop their knowledge of diversity. We openly challenge words and language that children may use that could be considered offensive or homophobic through Circle Time and also have a scheme of work that actively promotes the understanding of differences.

7.2 We will work towards eliminating discrimination because of sexual orientation because we believe that all pupils, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals. We also recognise that we may need to challenge ourselves to keep improving our own practice and will seek advice from professionals or individuals as to what to do to help make us better.

8. Religion or Belief

8.1 We understand that Religions deal with many basic questions, from how life began to what happens to us when we die and our relationships with each other and the world. Each religion has developed its own beliefs, rituals and ideas on these matters and it is our responsibility to promote and value different religions in a positive and respectful way. At Long Ditton we do this by making sure that the religions present in our school and classes are celebrated in assemblies, special weeks and festivals. We also use books and hands on resources to help our children explore experience and understand a sense of belonging and commitment to something bigger than themselves.

8.2 As part of our curriculum the children learn about specific religions e.g. Christianity, Judaism and Islam, and treat each one with the same respect. We do understand that having a view about something does not amount to discrimination and personal views may be expressed in an appropriate manner and context. However, we do acknowledge that we are in an influential position and do not use our own beliefs to try to influence others.

9. Pregnancy and Maternity/ Gender Reassignment

The children in our school are very young and therefore this policy does not include specific provisions protecting pregnancy, maternity or gender reassignment of our pupils. Should any pupil raise any issue relating to their own or another's gender identity or reassignment, or the pregnancy of any other person we will ensure that issue is dealt with in a sensitive, age appropriate manner. We will also ensure through our implementation of this policy that no staff, parents, guardians or carers, or other people accessing our school are treated less favourably as a result of their pregnancy, maternity or gender reassignment.

10. Roles and responsibilities

All who work in our school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

10.1 Our Governing Body are responsible for:

- Making sure the school complies with all current equality legislation;
- Regularly maintaining, reviewing and updating this policy with the Head teacher and Senior Leadership Team and evaluating the impact on pupils, staff and parents/carers;
- Making sure this policy and its procedures are followed
- Dealing quickly and fairly with any complaints of discriminatory treatment which are brought to the Governing Body in accordance with Surrey complaints procedure.

10.2 The Headteacher and Senior Leadership Team are responsible for:

- Ensuring that this policy has a high status within the school and ensuring that governors, staff, parents and pupils are aware of it
- Making sure this policy and its procedures are followed
- Liaising with the Governing Body and staff on the effectiveness of this policy and providing training where necessary;
- Dealing quickly and fairly with any complaints of discriminatory treatment which are brought to the Headteacher in accordance with the procedures set out in the Surrey's Complaints Policy.

10.3 Our staff are responsible for:

- Ensuring that the principles of this policy are implemented effectively;
- Modelling respectful and positive attitudes towards minority groups; recognising and tackling bias and stereotyping where it occurs and encouraging parents, carers and pupils to do likewise.

- Promoting equality and good race relations between all pupils and avoiding discrimination against anyone for reasons of race, ethnicity, language, culture, religion or belief, disability, gender, sexual orientation, social class age or appearance.
- Keeping up to date with the law on discrimination by taking training and learning opportunities.

10.4 Our pupils are responsible for:

- Showing respectful and positive attitudes towards each other, staff and parents/carers regardless of race, ethnicity, gender, sexual orientation, culture, language, disability, social class age or appearance.
- Regularly discussing equality and diversity issues on School Council.

10.5 Parents and carers are responsible for:

- Supporting the school in its commitment to the principles, aims and objectives underlying this policy.
- Encouraging pupils to show respectful and positive attitudes towards all pupils, staff, parents and carers.

11. Opportunities to promote Equality

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

12. Monitoring, reviewing and assessing impact

This policy will be monitored and reviewed on an annual basis by staff and Governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups and that it does not disadvantage particular sections of the community.

Tools we will use to assess the impact of the policy will be:

- Parent Surveys
- Pupil Surveys

- Case studies
- Staff surveys
- Record of incidents
- Parent Forums

Please also see:

Behaviour Policy

Bullying and Harassment Policy

Code of Conduct

Employment Equality

RE Policy

Child Protection and Safeguarding Policy

Uniform Policy