



We are kind - We show respect - We work hard - We are honest

EQUALITY STATEMENT/POLICY 2025 (objectives in appendix 1)

LEGAL DUTIES

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees not for service provision)
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information - to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify any individual.
- Prepare and publish equality objectives which we will review on an annual basis.
(See appendix 1)

To do this we will collect data related to the protected characteristics above and analyse this data to determine our equality objectives. The data will be assessed against our core provision as a school.

This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above, however, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also recognise that our work on equality will encompass British Values and community cohesion.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Addressing prejudice related incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

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. |
| Head Teacher | 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 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 Head 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. |

| | |
|--------------------------------|---|
| | <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.</p> |
| Non -Teaching Staff | <p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.</p> |
| Parents/Carers | <p>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.</p> <p>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.</p> |
| Pupils | <p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p> |
| Local Community Members | <p>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</p> <p>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.</p> |

Appendix 1

Standhill Infants' School Equality Objectives

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet out equality objectives.

| WHAT | ACTION | WHO | IMPACT |
|---|--|-----------------------|---|
| <i>Ensure that all our home/school communications are accessible to all our families.</i> | All letters and communications are translated into home languages. | LO and Class teachers | All children in school will have access to breadth and depth of activities planned. E.G |

| | | | |
|--|--|---|---|
| | Additional conversations with parents who are EAL to explain activities in school. Hire a translator when necessary. | Class teachers | non-school uniform days. Parents will attend meetings and courses relevant to their children. |
| <i>Ensure higher attainment in reading, writing and maths for disadvantaged children</i> | Monitor progress and attainment and to aid the planning and delivery of specific interventions to address the gap in attainment. | TF/SLT monitor progress and plan interventions. Class teachers and TA's to deliver intervention strategies. | Teachers will plan specific interventions and gap will be narrowed in attainment. Pupil progress meetings will show improvements in attainment. |
| <i>Ensure our school environment is accessible to all pupils whatever their physical disability.</i> | Ensure corridors and classrooms are tidy and clutter free so that all children can move freely. | All staff | Children in wheelchairs and those with physical disabilities will be able to access classroom resources easily, without additional support. |
| <i>Ensure that disadvantaged children attain reading levels in line with their peers.</i> | Additional phonics interventions | Organised by LW taught by TA's | All FSM children will pass the phonics screening by the end of year 1 and be able to read at the expected level by the end of year 2 |
| <i>Ensure that boys attain as well as their peers in writing.</i> | Monitor progress and attainment and to aid the planning and delivery of specific interventions to address the gap in attainment. | TF/SLT monitor progress and plan interventions. Class teachers and TA's to deliver intervention strategies. | Teachers will plan specific interventions and gap will be narrowed in attainment. Pupil progress meetings will show improvements in attainment. |

Date: October 2025

Review date: October 2026