



Inspiring, nurturing and supporting each child, every day to develop citizens for the future. Our School lays the foundation for a lifetime love of learning

EQUALITIES POLICY

Document Summary

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Amendment History

Version	Amendment Date	Pg Num	Amendment Summary
4.0	13/01/25	1	Updated to: The Equality Act 2010 (Amendment) Regulations 2023 (Amendment Regulations)
5.0	13/01/26	1	Statement/Principles added
5.0	13/01/26	1	Additional clarification added
5.0	13/01/26	2	Seven principles removed and replaced by Aims and Values p4
5.0	13/01/26	5	Commitment added and other areas removed as covered in other areas of the policy
5.0	13/01/26	7, 8, 9	Policy Commitments details added
5.0	13/01/26	9, 10	Responsibilities added
5.0	13/01/26	11	Measuring impact details added



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			<u>Linguistic diversity and Religious observance added</u>
5.0	13/01/26	12, 13, 14	Text deleted as in other parts of policy
5.0	13/01/26	14	Actions added
5.0	13/01/26	15	Targets updated
5.0	13/01/26	16, 17	Text deleted as in other parts of policy

Statement/Principles

The policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

Summerhill Infant School is an inclusive school where we focus on the well-being and progress of every child. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school should feel safe, secure, valued and of equal worth. At Summerhill Infant School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious belief/faith traditions, sexual orientation, age or any other of the protected characteristics (Equalities Act 2010). We do not tolerate incidents of racism or discrimination of any sort. We teach a diverse curriculum, celebrate other cultures and support all pupils to access the curriculum regardless of their backgrounds or origins. We support families to engage with the school and individualise the support where necessary to ensure accessibility and support our commitment to equality.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary teaching and support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

We believe that the Equality Act 2010 (Amendment) Regulations 2023 (**Amendment Regulations**) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.



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We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty.

Public Sector Equality Duty

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about us

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities, in line with the Public Sector Equality Duty we ensure that information about our responsibilities under the Equality Act 2010 are also included in our school development plan, self-evaluation review, school website and newsletters. There are also references in the behaviour, admissions, SEND and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act 2010 also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

Aims and values

Our commitment to promoting racial equality and cultural diversity is encapsulated in the aims of the school community. In addition, we aim:



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- To respect and value the differences between people
- To prepare students for participation in Britain's multi-ethnic, diverse society
- To make the school a place where everyone, taking account of race, colour, language, religion, ethnic or national origin, feels welcomed and valued and feels a sense of collective and community identity
- To help students develop a sense of personal and cultural identity
- To promote good relations between different racial, cultural and religious groups within the school and within the wider community
- To acknowledge the existence of racism and takes steps to prevent it
- To oppose all forms of racism, xenophobia, racial prejudice and racial harassment
- To be proactive in tackling and eliminating unlawful discrimination

Our commitment to racial equality and cultural diversity involves all members of the school community – students, staff, parents/carers, governors and visitors and applies to all areas of the school life. These areas include:

- Staffing: recruitment, selection and professional development
- Curriculum
- Teaching and learning
- Assessment, achievement and progress
- Behaviour, discipline and exclusion
- Personal development and pastoral care
- Admissions and attendance
- Partnerships with parents/carers and the community

Commitments

We are committed to:

- Actively tackling racial discrimination and promoting equal opportunities



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- Promoting positive approaches to diversity
- Involving students, parents/carers, staff and governors in developing policies, procedures and practices which tackle racial discrimination and promote inclusion
- Monitoring teaching and curriculum development to ensure high expectations of all students
- Encouraging and supporting all students and staff to achieve their best

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is an improvement to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.



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- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality; The ethos and culture of the school

At Summerhill Infant School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff, visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to the school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the school Council and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and include.

Promoting Equality: Staff Recruitment and professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.



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- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practise is covered in all staff inductions;
- All supply staff and contractors are made aware of the policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has nominated a member of staff responsible for recording and monitoring incidents;
- The school reports to governors on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnership with parents/Carers and the wider community

Summerhill Infant School aims to work in partnership with partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the policy

In our school, all members of the school community have a responsibility for promoting equalities.

The **governing body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;



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- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility plan or may be stand alone documents);
- The actions procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The head teacher and senior leadership team has responsibility for:

- In partnership with the governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and scheme;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination. Keeping up to date with equalities legislation.

Measuring the impact of this policy



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The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. This will be communicated with staff, parents, carers and governors by the head teacher.

We will monitor the impact and success of the policy on pupils from different groups, e.g. SEND, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Linguistic diversity

We recognise and celebrate linguistic diversity in British society.

Religious Observance

We respect that religious beliefs and practice of all students, staff, and parents/carers and comply with all reasonable requests relating to religious observance and practice.



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Publishing Equality Objectives

The objectives which we identify represent our school's priorities. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Actions

Through monitoring, the SLT ensure that equality is addressed through policies, teaching and learning, and extracurricular activities and report the same to the Governing Body via the Head's report.

The Governors will ensure that this information is received and question its accuracy by assessing impact in results and achievement on the monitoring groups of children. This can be done through the data that is fed back to the GB via the Head's report.

Subject coordinators will ensure that their subjects reflect the diverse cohort in the school and that the learning is relevant and accessible to all groups of children.

Equality Objectives for 2025-2026

1. Track progress of Pupils with English as an Additional Language and from Black and Minority Ethnic Backgrounds in Maths and English and maintain progress for these pupils that is as good or better than National levels.
2. Track progress of girls in Reading, Writing and Maths and secure good progress for girls so that gender gaps are reduced and narrower than national levels.
3. Address issues of equality and diversity through all appropriate curriculum opportunities.
4. Monitor the uptake of opportunities available through the regular provision and through extra-curricular programmes and, where necessary, compensate for barriers to participation by additional provision for SEND pupils.
5. Increase parental opportunities for engagement in learning and school life.

Monitoring and reviewing objectives



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We review and update our equality objectives as part of our Public Sector Equality Duty annual report to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act 2010. We will provide training, guidance and information to enable them to do this.

NB: the above objectives directly link to the School's Improvement Plan.