



SUMMERHILL INFANT SCHOOL

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



EQUALITY & DIVERSITY STATEMENT & OBJECTIVES

Document Summary

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Amendment History

Version	Amendment Date	Pg Num	Amendment Summary
4	13 th January 2025	2	Updated to: The Equality Act 2010 (Amendment) Regulations 2023 (Amendment Regulations)
5	13/01/26	1, 2	Amended in line with Equalities Policy updates

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



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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.

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
- 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;



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- 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.
- 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;



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- 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.
- 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.



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

Summerhill Infant School aims to work in 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.

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.