



**ANTON INFANT SCHOOL
ANDOVER**

EQUALITIES POLICY

THIS POLICY WAS PREPARED BY N JOHNSON & L SKEATES

AGREED BY STAFF IN SPRING 2025

APPROVED BY GOVERNORS IN SPRING 2025

DATE FOR REVIEW: SPRING 2029

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

Date: _____

Introduction

At Anton Infant School we welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We promote respect for diversity and each person's unique skills through the school's values of love, independence, curiosity, creativity and resilience. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates differences within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff). This document will comply with the Equality Act 2010 and our Public Sector Equality Duty.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

Quantitative information Anton Infant School collects

Anton Infant School collects equality information about its staff and pupils. The quantitative information we may collect includes

- any religious or linguistic diversity of staff or pupils
- socio-economic status
- forces community information
- local catchment area, demographics

where information can be disaggregated by protected characteristics, for pupils

- admissions
- attendance
- achievement and progression
- rewards and consequences
- participation in the student council
- take up of extracurricular activities
- other equality information for example complaints and incidents of discrimination or bullying

Qualitative information that we may use if available could include:

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)
- notes of student council providing their views on equality issues
- details of staff training in relation to equalities has been undertaken
- notes of staff communications (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns – e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)
- detail about particular initiatives undertaken in the school (e.g. a focus on racist bullying; an initiative to assist boys to catch up in Writing) and where possible, the impact of this initiative (e.g. increases in attainment)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies which deal with relevant equality related issues

To ensure that individuals cannot be identified, we will not publish statistics for small groups of pupils, in line with the practice adopted by the DfE, neither will we publish information on staff as we have less than 150 and are therefore not required to do so.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth

- Whatever their age
- Whether or not they have a connection with the forces community
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have
- different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our
- Ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual
- Identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal
- Choices in respect of personal relationships and that they should not experience
- Disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not
- Experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement. NOTE: The duty is proportionate and depending on the size and resource of the school and therefore what is published for a small primary school will not be the same as for a large secondary school. Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7). The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities. We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- The leadership and management of the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour management, suspensions and exclusions
- Our partnership working with families and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

Anton Infant School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. New staff are guided in their understanding of the Equality Act as part of their induction.

All incidents of prejudice-related bullying or discrimination are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, families and others in the following ways:

- *parent questionnaires*
- *involvement of the student council*
- *assemblies addressing diversity, inclusion and equality*

Current information shows us that in Anton Infant School there are no significant issues that need to be addressed. We will nevertheless be constantly vigilant to identify and act in respect to any failures that emerge in our need to comply with this Statement. The objectives we have set for the next four years can be found at the end of this document. These objectives included at the end of this Statement will be reviewed annually and updated at least every four years.

Appendix B Equality Objectives

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1:

To ensure all children including those with protected characteristics are able to fully access education and make accelerated progress

Objective 2:

Continue to find opportunities to celebrate diversity and difference within the school community and curriculum including deepening assemblies to connect the diversity for our families

Objective 3:

To ensure attendance rates are similar between all groups



Action plan

Action plan			
Objective	Actions	Timescale	Responsibility
To ensure all children including those with protected characteristics are able to fully access education and make accelerated progress	<ul style="list-style-type: none"> Analyse and review data for groups Identify any barriers to learning and ways to remove these barriers Be aware of cultural differences which may impact on this 	On a child by child/ group by group basis ongoing throughout the year	Classteachers SLT SENDCO
To continue to find opportunities to celebrate diversity and difference within the school community and curriculum including deepening assemblies to connect the diversity for our families	<ul style="list-style-type: none"> Ensure a well-planned assembly programme covers a range of diverse issues and celebrates different beliefs and cultures. Ensure this is also embedded into curriculum planning. 	Ongoing throughout the school year	SLT Classteachers
To ensure attendance rates remain similar between all groups	<ul style="list-style-type: none"> Analyse full attendance figures for all groups and identify any patterns that arise. Ensure appropriate actions are taken 	Termly	SLT Attendance lead

