

# Equality Statement and Objectives

The Gattons Infant School



Based on the West Sussex LA Model Policy

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# At The Gattons Infant School Everybody Matters



We are a Rights Respecting School and therefore, we uphold the principles of UN's Convention on the Rights of the Child

## Article 28

Children have the right to a good quality education.

## Article 29

Education should help children to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.

## Article 31

Children have the right to play and rest.

## Our Aims:

**We will cultivate an environment where children are happy and secure and enjoy learning, by:**

- ensuring that everyone is treated with respect as an individual whose opinions and beliefs are valued;
- creating exciting, high quality learning environments indoors, outdoors, and in the wider community;
- involving parents/carers and children in decisions about the child's learning.



**provide a broad, balanced and rich curriculum, by:**

- continuously striving for high standards of achievement through engaging, child-centred teaching;
- ensuring a wealth of meaningful learning experiences that meet the needs of each child.



**inspire and challenge each child to achieve their full potential and in so doing lay the foundations for life-long learning, by:**

- developing our children's confidence and self-esteem;
- ensuring that our children are active, independent learners;
- encouraging our children to begin to take responsibility for themselves, their learning and their behaviour, therefore preparing them for life in a changing world.



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### 1. Aims

The aim of this policy is to provide employees with a clear statement about the school's commitment to promoting equality and diversity within employment. We aim to meet our obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it
- We seek to ensure that our working environment is one that respects and includes everyone regardless of their gender or gender reassignment; marital status (including civil partnership); sexual orientation; race, language, ethnic or national origins and nationality (including citizenship); religious belief; disability and / or medical conditions; age; whether they have dependants; trade union membership status and activity or political views/affiliations.

This policy applies to all employees within the school, regardless of how long they have been employed, their contractual hours and contract type.

### Definitions

For us "equality" is about opportunity, access, participation and contribution on a fair and equal footing and providing a framework for this to happen.

The term "diversity" acknowledges there are differences between people and the school values and respects the variety of backgrounds, perspectives, values and beliefs of its employees.

### 2. Legislation and guidance

The Equality Act 2010, places a statutory duty on the school to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity; and
- Foster good relations between people from different groups.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

### 3. Roles and responsibilities

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Identify any staff training needs and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in the equality objectives section.

### 4. Eliminating discrimination

The 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 reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction and all staff receive refresher training every September.

### 5. Other Information and Policies

The School's Single Equality Policy sets out our commitments, values and objectives in relation to equality and diversity. It covers children, parents, staff, carers, governors and other stakeholders.

The Model Behaviour at Work policy sets out how we expect employees to behave toward one another and outlines the framework for addressing issues that are raised.

The WSCC Standards of Conduct sets out the expected standards of behaviour and conduct for all employees.

All the policies mentioned above can be accessed via West Sussex Services for Schools.

### 6. Guiding Principles

- We are committed to providing equality of opportunity for all by eliminating discrimination. We will do this by ensuring that our practices reflect relevant employment legislation and good practice. Our employment decisions are based upon job related, objective criteria.
- We are committed to having a workforce that reflects the diversity within our community where everyone is treated with dignity and respect.

## 7. Employee Responsibilities

All employees, irrespective of their role, have a personal responsibility to comply with this policy, associated policies and to abide by the Equality Act 2010, in dealing with each other, managing staff and in their relationships with children, parents, carers, governors and other stakeholders.

In particular, employees, must not:

- discriminate against colleagues, other workers, job applicants, children, parents, carers, governors or other stakeholders;
- bully or harass colleagues, other workers, job applicants, children, parents, carers, governors or other stakeholders;
- encourage or try to encourage another person to treat others unfairly or to practice unlawful discrimination;
- victimise people who have made allegations or complaints of discrimination or who have provided information about such discrimination.

We will not tolerate any of the above behaviours. Where employees commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, then they could be liable to a claim being brought against them as an individual, for example at an Employment Tribunal. The employee could also be liable to disciplinary action for a breach of the County Council's Standards of Conduct, which could result in dismissal.

For more detailed information please see the following documents and information below:

- WSCC Standards of Conduct Model Behaviour in the Workplace Policy
- Definitions of bullying, harassment and victimisation
- Types of discrimination

## 8. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Record Pupils' names accurately and ensure they are correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.
- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements of specific groups.

### Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable, and further action could be taken.

### Pupils

If there are subsequent incidents, then the appropriate senior staff member should be informed, and consideration should be given to involving the parents. Racist and political symbols, badges and insignias on clothing and bags are forbidden in the school. Graffiti should be immediately removed.

### Staff

The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice are available from the authority's multicultural support service. The Headteacher and Deputy Headteacher will provide support, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

### The Curriculum

All pupils must have equal opportunity of access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must not highlight sexual and cultural diversity.

### Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Pupils and staff must feel that their language or dialect is valued.

### Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist. Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences.

### 9. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health, citizenship and economic (PSHCE) education, but also activities in other curriculum areas. For

example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

#### 10. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

#### 11. Employer Commitment

We will carry out the following activities in order to demonstrate our commitment to equality and diversity, and also to fulfil our legal responsibilities.

##### 11a. Employment Policies

We will ensure that our employment policies, practices and associated guidance are fair to all by undertaking an equality analysis when we carry out employee related projects, policy developments and reviews. All of our policies, associated guidance and procedures are available to view and download from West Sussex Services for Schools. We will monitor the implementation of these policies to ensure that they remain fair in practice and that any barriers to and within employment are removed.

##### 11b. Consultation

We have consultation arrangements with a number of trade unions and professional associations.

##### 11c. Staff Groups

There are currently six staff groups that recognise and value West Sussex County Council's (WSCC) diverse workforce. All staff groups meet regularly at different locations across West Sussex to discuss issues that members may be facing. The groups welcome new members all year round. The full list of WSCC Staff Groups is as follows:

**BAME** - this group supports Black, Asian and other Minority Ethnic groups, providing a resource of support, safety, innovation, and collaboration for members across WSCC.

**Email:** BAMEstaffnetwork@westsussex.gov.uk

**Carers** - this group provides support to all carers by working in partnership to change the culture of our organisation, so their needs are acknowledged and acted upon.

**Email:** CarersStaffGroup@westsussex.gov.uk



The Disability Staff Group (DSG) is a relaxed, informal group of employees dedicated to supporting staff who work for, or with, WSCC who consider themselves to have a disability. It aims to help ensure WSCC is a compassionate and inclusive place to work for people with disabilities.

**Email:** Disability@westsussex.gov.uk

The Lesbian, Gay, Bisexual and Transgender (LGBT) Staff Group is a relaxed, informal group of employees dedicated to supporting LGBT staff and ensuring that WSCC is a supportive, inclusive place to work for LGBT people.

**Email:** WSCCLGBTStaffNetwork@westsussex.gov.uk

Mental Health Staff Group (MHSG) - the aim of this group is to embed a more positive and proactive approach to mental health within our organisation and culture.

**Email:** MHSG@westsussex.gov.uk

Women in the Workplace - this group aims to address some of the barriers and issues affecting women, ranging from dealing with inappropriate office banter and building confidence and negotiation skills, through to influencing policy and process to ensure that women do not feel disadvantaged.

**Email:** women.intheworkplace@westsussex.gov.uk

#### Who can help?

If employees have any questions about equality and diversity issues, they can contact HR Customer Services on 01243 6(42148) or email [hr.customer.services@westsussex.gov.uk](mailto:hr.customer.services@westsussex.gov.uk).

Headteachers/ line managers can also get support from HR Customer Services or, for more in- depth questions about diversity and equality issues they can contact HR Professional Support for advice on 033022 22422 or email [HR.Professional.Support@westsussex.gov.uk](mailto:HR.Professional.Support@westsussex.gov.uk)

#### 12. Equality objectives

The Governing Board of The Gattons Infant School have set the following Equality Objectives for 2021/2022. These will be monitored by the Governing Board regularly and reviewed annually in the Spring term.

- To review the curriculum to ensure that the resources, role models and texts that are used to support the teaching and learning in the school, challenge and encourage discussions of equality, diversity, culture and British Values.
- To analyse trends of both progress and attainment data across significant groups of children (e.g., boys/girls/ PPG/ SEND/ EAL) in the school to identify and address any significant gaps between the groups