



Moulsham Infant School
EQUALITIES STATEMENT AND OBJECTIVES

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Please read this policy in conjunction with the Public Sector Equality Duty, Accessibility plan and Pupil Premium information. This document meets the requirements under the following legislation:-

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- 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.

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation

In compiling this equality information we have:

- Identified evidence already in the school setting of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

1. SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, our analysis tells us:

- Racist incidents are rare, dealt with promptly and are reported to Governors.
- The RE and RSHE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Policies include all children in our school.
- We have an increasing number of languages spoken at our school.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- We promote British Values through assemblies and the RSHE curriculum.
- All staff have completed 'Prevent' Training and receive regular updates.
- We provide excellent support to our EAL pupils and families.
- We celebrate festivals from a range of cultures.

In relation to DISABILITY, our analysis tells us:

- We have a number of pupils with SEN medical needs.
- Pupils, parents and staff with medical needs feel included in school life.
- We make "reasonable adjustments" for pupils and staff with disabilities.
- Pupils who transfer to our school make friends quickly and have a positive experience.
- Our RSHE curriculum addresses this in an age appropriate way in each year group.
- Our pupils are tolerant and understanding towards pupils with disabilities.
- Our Health & Safety policy meets the needs of children.
- Our building is accessible for wheelchair use.
- Assemblies address individual pupil's needs and abilities in a way that they feel comfortable.
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- Very good proven procedures are in place to ensure smooth transitions between key stages and schools for disabled pupils.
- Disabled parking places are available in both the staff and parent parking.
- Good liaison exists between school and other agencies, including school nurse and counsellor.

• In relation to SEX, our analysis tells us:

- Boys and girls attain differently in English and Maths but this differs from cohort to cohort.
- Rates of progress and attainment for boys and girls is analysed regularly throughout the year and appropriate actions put in place.
- We practice Equality and Diversity in Employment.
- KS1 children have access to after schools clubs.
- Our staff and older pupils challenge stereotypes.

In relation to Gender Reassignment, our analysis tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make “reasonable adjustments” if notified of any issues as we have for other needs.

In relation to PREGNANCY AND MATERNITY, our analysis tells us:

- Our Science and RSHE curriculum are appropriate to our pupils’ needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.
- Staff are able to request changed hours on return from maternity leave.

In relation to RELIGION AND BELIEF, our analysis tells us:

- Our collective worship is inclusive.
- We practice Equality and Diversity in Employment
- A wide and varied curriculum is covered by all children throughout our school.
- The R.E. and RSHE curriculum is varied and includes a range of different religions and beliefs to promote inclusion.
- We invite religious speakers into school from religions other than Christianity.

In relation to AGE, our analysis tells us:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of Age.
- We practice Equality and Diversity in Employment.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.) our analysis tells us:

- Our Science and RSHE education is appropriate to our pupils’ needs.
- We have an equal opportunity policy in place.
- All children have full access to the curriculum.
- Our children readily accept that all families are different and are made up of many different combinations of people.

In relation to ECONOMICALLY DISADVANTAGED, our analysis tells us:

- The progress of pupils who qualify for Pupil Premium is tracked by staff and Governors and forms part of regular discussions with class teachers. Meetings are also offered to parents to discuss our use of pupil premium funding to support their child.

In relation to MARRIAGE AND CIVIL PARTNERSHIPS, our analysis tells us:

- Staff and Governor marital status is varied.
- Recruitment is based on ability not marital status.
- We practice Equality and Diversity in Employment.

OBJECTIVE	ACTION	OUTCOMES
1. To ensure that the progress of EAL pupils is in line with that of their peers.	Progress of EAL children is tracked. Interventions in place to support.	EAL pupils are supported to make progress in line with peers.
2. To eliminate all forms of prejudice based incidents and implement an open culture of understanding, acceptance and positivity.	To promote an inclusive culture for all.	All children are seen in the same way.