



Name of School:	Hiltingbury Infant School
Name of Responsible Headteacher:	Mrs Phillippa Longman
Date approved by Governing Body:	November 2025
Date of review by Governing Body:	November 2028

**Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

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 difference within a culture of respect and co-operation. 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.

For staff and prospective staff, this policy should be read in conjunction with the school’s Employment Equality Policy.

**Aims**

Our school aims to meet its 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

**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, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

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.

**Local Context**

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas but the majority of the population lives in urban areas.

**School Context**

Hiltingbury Infant School is situated in a semi-rural area between Southampton and Winchester. It is part of Chandlers Ford which is generally an area of home ownership with some local housing association accommodation. Turbulence is relatively low as is the eligibility for pupil premium although on the rise. A growing number of children live out of catchment. The catchment area is mixed in relation to social background but has an increasing number of families from multi-ethnic backgrounds. It is therefore important we ensure that we take a proactive and sensitive approach to the promotion of race equality.

Equal opportunities and inclusion are central to the school vision and ethos and the curriculum is designed to ensure that all learners are encouraged to realise their ambitions and achieve their potential This is achieved through our PDL & Citizenship, RRR, RHE, RE and Community Cohesion curriculum. It is also achieved by implementing support for wellbeing with a positive whole school and integrated approach. Children with specific needs are very well supported and make good progress (See *appendix A*).

The school is proactive in ensuring that pupils with disabilities have the same opportunities as other children wherever possible. There is a high commitment to support children with Special Educational Needs & Disabilities (SEND) – we have high levels of staffing (1 Higher Level Teaching Assistant, 11 Teaching Assistants, SEN Assistants and Inclusion Manager.). This ensures pupils who have needs get the appropriate support. There are two trained Emotional Literacy Support Assistants who enhance provision for pupils with emotional needs.

The school has a Speech and Language Resourced Provision with places for up to 12 children across both the infants and juniors. Hampshire place children with an Educational Health Care Plan with speech and language as their prime area of need. The provision is currently being reviewed by Hampshire with no new pupils placed in Year R. We currently have 3 support staff working in the RP.

Any discrimination is tackled immediately and racist incidents are very rare and recorded in accordance with county guidelines and on CPOMs. The school follows equal opportunities guidelines when recruiting. School admission is carried out by the Local Authority and the legislation does not deter parents from particular communities from applying.

#### **Baseline for this scheme – Autumn 2025 Profile / Data:-**

<b>Characteristic</b>	<b>Breakdown (number and %)</b>	
	<i>Total</i>	
Number of pupils	270	49% Female 51% Male
Number of staff	49	95% female 5% male
Number of governors Associate Govs	14	Female          Male 64% (8)        36% (5)
Religious character		69 Christian, 31 Muslim, 9 Hindu, 12 Sikh, 149 no religion
Attainment on entry		Average
Mobility of school population		2.9%
Pupils eligible for FME	6	2.2%
Deprivation factor		0.04%
Disabled staff	0	0%
Pupils with SEND	30	13%
Disabled pupils (no SEND)	2	0.7%
Ethnicity (pupils)	98	36.2%
Ethnicity (staff)	7	14%
Pupils from ethnic backgrounds other than white British	82	36.2%
Pupils who speak English as an additional language	70	18.89%
Average attendance rate		96.1%
Significant partnerships, extended provision, etc.		Wraparound care /Extra Curricular Activities and Clubs

## **Rationale**

Hiltingbury Infant School recognises the importance of equal opportunities being available to ALL regardless of race, gender, disability and age. We seek to value the individual and to treat equality as a mainstream issue, rather than a marginal one.

We are committed to supporting children and adults by:

- Tackling discrimination of all kinds: including race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
- Positively promoting race, disability and gender equality.
- Creating good relationships between all members of the school and groups within regardless of race, culture, gender, disability, sexual orientation, religious belief and age.
- Promoting equality of opportunity for all.

## **Children**

Children will have equal access and opportunities within the curriculum, both formal and informal, so that when leaving our school, they have the widest possible options available to them, educationally, socially and vocationally.

We support equal opportunities by countering stereotypes and prejudice, reducing the effects discrimination based on gender, sexual orientation, racial and social issues, while at the same time acknowledging the diverse cultural and educational needs of our children.

We believe that equality of opportunity for all children is essential, whatever their age, ability/ disability, gender, sexual orientation, race religion and belief or background. We recognise that a child's environment can influence their self-perception. Our aim is to secure the best opportunities and highest quality learning for all our children and we work to ensure that our expectations, attitudes, and practices do not prevent any child from fulfilling his or her potential. We respect and value the vital contribution of everyone in the school community.

## **OUR SCHOOL VISION AND ETHOS**

Vision Statement

‘Learning, Caring and Achieving Together’

Mission Statement:

Our curriculum is planned with the intention of promoting learning and the personal development for all children. This is underpinned by a set of drivers which are designed to bring the aims and values of our school to life and meet the needs of all our pupils. These drivers give our school its personality, supporting our ethos of ‘learning, caring and achieving together’.

Our Curriculum Drivers:

- Possibility
- Creativity
- Diversity
- Community

See our ‘*Curriculum Policy*’ for an explanation of our drivers.

Our Curriculum:

Our curriculum has been designed to ensure children acquire, develop and deepen the vital knowledge and skills to ensure academic success, as well as physical development, mental health and well-being. Through the development of the whole child; we aim to prepare children for the opportunities, responsibilities and experiences of later life.

As a result, we support children in becoming:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

## **Purpose of this scheme**

### **Self-Worth and Self Esteem;**

We believe that **all** members of our school community should feel valued and respected and have opportunity to fulfil their potential whatever their background, identity and circumstance. We will actively promote self-awareness and seek opportunities where members of our school community can demonstrate their skills. We are committed to creating a community that recognises and celebrates difference 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 within, learn at and otherwise use the services of our school.

### **Happiness**

We recognise that equality will only be achieved by the whole school community working together – our children, staff, governors and parents/ carers in particular. We believe that **all** members of our school community should have a desire to be associated with our school. We will provide an inviting, safe, orderly, stimulating and challenging environment which promotes involvement, high expectation, fun and enjoyment.

### **Rights, Respect and Responsibility (RRR), Moral Values and Positive Behaviour;**

We place RRR at the heart of our school and our ethos is one of respecting others and for each individual to take responsibility for their own behaviour. We emphasise tolerance and mutual respect and build upon and promote this through the Collective Worship, Spiritual Moral Social and Cultural (SMSC), Relationships and Health Education (RHE) and Personal Development Learning (PDL) curriculum and through developing models of positive behaviour (see Essential Life Skills above).

### **Opportunities for all to maximise achievement and learning opportunities;**

We believe that **all** members of our school community should have the very best opportunities to realise their ambitions and maximise achievement and learning opportunities. We will develop:

- **For children** - a culture of high expectations and challenge and support by providing children with wide ranging opportunities for them to demonstrate their achievements.
- **For staff** – the provision of professional development and training through the process of appraisal. We will develop and encourage strong principles of teamwork, professionalism, collaboration and lifelong learning.
- **For the wider community-** processes which identify their skills in order to maximise their contribution to the progress of our school.

We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Equality Scheme to create a coherent framework for promoting equality and diversity within our school. We have identified a set of priorities to promote equality, inclusion and community cohesion. Our Scheme includes a plan of action to address these priorities over the next three years.

Our commitment to equality is a fundamental part of our drive towards excellence.

## **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
- Whether or not English is their first language
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

### **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.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- 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.
- Marriage and civil partnership – 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 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.

### **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 three 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
- 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, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

#### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils 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

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, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

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

- focus groups
- parent forum
- involvement of the pupil council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

### Pupil-related data

Information	Evidence and commentary
Phonics attainment by gender and ethnicity 2025	Phonics pass Year 1: Girls: 97.6% Boys:85.1% EAL:90.5% Ethnicity: 96.7%
Attainment in Early Years (good level of development)	Girls: 83.3% Boys: 81.4% EAL:77.3% Ethnicity:81.6%
Attendance by gender and EAL	Girls: 97.3% Boys: 96.8% EAL:95.1%
Participation in the student/ learning councils	We aim to have all groups within school represented in our pupil and learning councils, but these are elected through a democratic vote.
Participation in After School Clubs as at September 2025	Across this year there have been a high number of afterschool club places taken up for all our afterschool clubs. Pupil premium children are prioritised spaces.
Exclusions 2024-2025	None
Formal complaints 2024-2025	Two

### Other information

Information	Evidence and commentary
Attendance at parent/ teacher meetings 2024-2025	Approximately 98% of parents attend our parents/ teacher meetings. Teachers follow up with those who don't.
Governor representation as at September 2025	14 Governors Female Male 64% (8) 36% (5)
Volunteers as at September 2025	Our regular volunteers in school tend to be female. We have one male regular volunteer. We have volunteers from a range of diverse backgrounds. We have actively encouraged male support on trips and have had a lot of Dads supporting school trips in the last couple of years. We have male sports coaches from R&R.

	<p>We have a good balance of male and female helpers supporting curriculum open days and evening meetings, parent/ teacher meetings and parent forum.</p> <p>Our ethnic minority families engage very well with and are supportive of the school and their children's learning.</p>
--	---

**Qualitative information**

The school has published various policies on the school's website. These include: Behaviour, Anti bullying, SEN, Collective Worship, Equal Opportunities, Accessibility Plan, Admissions, Safeguarding, Child Protection, Educational Visits, Pupil Premium.

These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

We enable all children to access after school activities and educational visits. We fund children who cannot access activities due to financial constraints.

We are fully inclusive in our approach to ensure that all needs are identified and met.

**Date of publication of this appendix: 06.11.2025**

**Date for review and re-publication: November 2028**

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, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

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

- focus groups
- parent questionnaires
- involvement of the pupil council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

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

**Objective 1:**

**Continue to strive to provide our children with access to a diverse set of role models**

**Objective 2:**

**To close the gap in boys/girl's attainment in phonics screening check at end of Year 1**

**Objective 3:**

**To promote diversity within our curriculum associated resources, with specific references given (when appropriate) to race, religion, gender, SEND and different family models.**

**Objective 4:**

**To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.**

**Date of publication: 06.11.25**

**Date for review and re-publication: November 2028**

### 13. Equality Action Plan 2025 - 2028

**Code**  
 R = Race      D = Disability      G = Gender      CC = Community cohesion      SO = Sexual Orientation      RB = Religion or belief      A = Age

R	D	G	C C	S O	R B	A	Priority	Actions to be taken	Expected outcomes	Lead responsibility	Timescale
x	x	x	x	x	x	x	<b>Continue to strive to provide our children with access to a diverse set of role models.</b>	Staff: <ul style="list-style-type: none"> <li>clearly state on all staff recruitment materials that we welcome applications from specific underrepresented groups</li> <li>involve our male members of staff in wider activities with the children</li> <li>Visitors: ensure we encourage a diverse range of visitors into school</li> </ul> Parent/carer helpers: <ul style="list-style-type: none"> <li>clearly communicate that we particularly welcome volunteers from underrepresented groups to join school trips and activities</li> <li>create specific events targeted at underrepresented groups (i.e. dads/grandads/uncles/god father event/activity</li> <li>Governors: clearly advertise that we particularly welcome applications from specific underrepresented groups in any governor recruitment. Encourage participation of male governors in school activities</li> </ul>	Children see themselves represented across the school community	SLT, subject leaders  Governors	Annually/ongoing.
x	x	x	x			x	<b>To close the gap in boys/girl's attainment in phonics screening check at end of Year 1</b>  <b>Continue to analyse pupil achievement by race, gender and SEN and act on trends and patterns in data that require additional support for pupils</b>	Curriculum: <ul style="list-style-type: none"> <li>Adapted to meet the needs of all children in class.</li> <li>Personal learning plans with SMART targets</li> <li>Ensure all children's learning needs met removing any barriers.</li> </ul> Assessment: <ul style="list-style-type: none"> <li>Pupil progress meetings, identify need and put in support and interventions.</li> <li>Personal learning plans reviewed every 6 weeks.</li> <li>Data analysed throughout the year and annually identifying groups</li> <li>Monitor achievement and progress by gender.</li> </ul>	Progress of different groups tracked and analysed termly. Progress and attainment of boys/girls tracked and analysed. Personal learning plans meet individual needs. Curriculum is adapted so that all children can fully access, engage and make good progress.	SLT  Year group teams  Teachers  Assessment leads  Subject leads  Governors	Ongoing

x	x	x	x	x	x	x	<p><b>To promote diversity within our curriculum associated resources, with specific references given (when appropriate) to race, religion, gender, SEND and different family models.</b></p>	<p>Curriculum:</p> <ul style="list-style-type: none"> <li>Continue to develop subject curricula, ensuring a breadth of genders, ethnicities, religions and other protected characteristics are featured</li> <li>Continue current RE teaching Sikh and Christian faith</li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>Work with Hampshire Library service to ensure library books are representative and diverse. Audit sharing and classroom books to ensure they depict a range of identities</li> </ul> <p>Extra-curricular activities:</p> <ul style="list-style-type: none"> <li>Review current and planned activities to ensure there's a range of culturally diverse opportunities</li> <li>Celebrate a diverse range of cultural events and share our plans with our school community, inviting suggestions and participation</li> </ul>	<p>Curriculum will be rich and relevant with many opportunities to learn about and celebrate cultural diversity. Children will demonstrate increased understanding of racial and cultural diversity. Children will feel their culture is valued and respected and an integral part of our curriculum.</p>	<p>SLT Subject leads Class teachers governors</p>	<p>Ongoing within curriculum implementation</p>
x					x		<p><b>To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.</b></p>	<p>Monitor and analyse attendance data by groups. Respond with measures to support attendance. Follow up consistently persistent absentees. Widen the use of multilingual resources provided through EMTAS services. EMTAS coffee mornings for parents-sharing importance of attendance. Promote attendance with all pupils and families.</p>	<p>Support put in place promptly reflected in the positive impact on attendance. Improved attendance of identified groups. EMTAS support readily available for all families.</p>	<p>SLT Attendance Governor</p>	<p>Ongoing in response to cohort intake and attendance data.</p>

**Race Equality**

We promote race equality by ensuring that we

- eliminate unlawful racial discrimination
  
- promote equality of opportunity
  
- promote good relations between people of different racial groups.

**Creating a positive environment**

The school aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow pupil/ staff member. We recognise that Black, Asian and Minority Ethnic children/adults can experience discrimination on the basis of colour, race, nationality, religion and ethnic origin and we believe that children need to be made aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The School's commitment to an anti-racist stand-point and regard for diversity issues and approaches is reflected in an objective of this school which is to educate, develop and prepare all our pupils for life whatever their sex, colour, beliefs, culture or ability. Pupils and teachers will encourage this objective by contributing positively towards a happy and caring environment and by showing respect for, and appreciation of, one another as individuals. All staff promote positive attitudes, language and behaviour amongst pupils at all times in and outside the classroom.

**Strategies to encourage positive pupil behaviour**

Many racist incidents will be difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the school community are sensitive to, and take responsibility for, reporting and dealing with such incidents. The following strategies will be employed:

- Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include diversity issues and racism.
  
- Development of diversity issues and equal opportunities as cross-curricular themes in teaching.
  
- In-service training for all staff to highlight diversity issues and the need to consider such issues when choosing teaching materials.
  
- Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

**Identification**

A racist incident can take the following forms:

- Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation which can be cumulative in effect.
  
- Verbal harassment – name calling, ridiculing a person's background or culture, off the cuff remarks which cause offence.
  
- Non-cooperation and disrespect – ostracism, refusing to work with or show respect to a person may be a racist incident if there is evidence of racist motivation or the 'victim' perceives such a motive. Inadvertent disrespect, e.g. ignorance by any member of the school community of another member's cultural practices which cause the pupils to feel harassed or uncomfortable.
  
- Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination.
  
- Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

**Referral**

Pupils will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded.

- Information regarding a racist incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner.
- Staff are to report directly to a senior member of staff without delay, any incident of suspected racism.
- Lunchtime Supervisory Assistants to be told to report to teaching staff on duty anything they may observe which might constitute a racist incident.

### **Action**

Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impart of their behaviour.

A Racist Incident Sheet (Appendix 2) will be completed and passed to the Headteacher without delay. The designated senior member of staff will take action in accordance with the instructions on the sheet.

Any action taken will involve discussions with the class teacher(s) of both parties. All reported racist incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all pupils involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the Headteachers office.

In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff (Headteacher) must inform the Local Authority.

### **Disability Equality**

The Equality Act 2010 states that “A disability is a physical, sensory or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day to day activities”.

We promote **disability** equality by ensuring that we

1. promote equality of opportunity between disabled people and other people
2. eliminate unlawful discrimination
3. eliminate disability- related harassment
4. promote positive attitudes towards disabled people
5. encourage participation by disabled people in public life
6. take steps to take account of disabled peoples’ disabilities, even where that involves treating disabled people more favourably than other people.

The disability equality general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the duty to make anticipatory adjustments

We take a positive approach and take into account the needs of people with disabilities. Our admissions criteria and school policies treat disabled children no less favourably than others. We follow the Disability Rights Commission Code of Practice and ensure that children have a right to a broad, balanced and inclusive curriculum. Specific curricular arrangements will be made to personalise learning opportunities and the environment if necessary, e.g.

- extra support such as a special needs assistant to work with individual children depending on available finance
- liaison with other agencies / outreach order to access expertise and resources
- adaptations to the building and grounds where possible and specific resources to ensure support for individual needs
- individual education plans which are monitored and evaluated to ensure comprehensive and appropriate provision

- close partnership with parents/ carers

Transfer arrangements from class to class/ key stages are detailed according to need and support required.

We have full regard of health and safety guidelines, e.g. evacuation procedures. Staff are provided with in-service training as appropriate/ required

### **Accessibility**

It must be ensured that disabled pupils do not receive less favourable treatment and to do this the school will, if necessary make reasonable adjustments.

We positively

- increase access to the curriculum
- make improvements to the physical environment of the school to increase access;
- make written information accessible to pupils in a range of different ways.
- have a hearing loop to ensure access to information for children and adults with a hearing disability

### **Gender equality**

We promote **gender equality** by ensuring that we

1. eliminate unlawful discrimination and harassment and
2. promote equality of opportunity between men and women.

We actively promote gender equality and we understand that, as children mature and their relationships with peers of both sexes develop, their perception of gender roles alters. We also accept that such perceptions are influenced by other factors, including home, peer group and the media. We acknowledge that as providers of education we have an essential role to play in ensuring that boys and girls have fair access to all areas of the curriculum and other extended opportunities such as extra-curricular activities.

Efforts are made to recognise and eliminate gender bias in our teaching and learning materials and in our teaching styles. Materials are selected carefully for all areas of the curriculum to avoid sexual stereotypes and gender bias.

Impartiality is demonstrated by teacher time, attention and resources being given equally to boys and girls, who are encouraged to work and play freely together. Opportunities are given for children to work with male and female adults.

As most of our school staff are women we ensure that we provide opportunities for children to work/ learn from men for example as classroom helpers, in sports partnerships, at IBM's tri science events and at music and art activities

### **Transgender equality**

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community. Any comments of an inappropriate nature regarding gender are challenged.

### **Age equality**

We are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

### **Sexual orientation equality**

We are committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We aim to ensure equality of opportunity for LGBT people across services and employment. We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia and challenge stereotyping.

Our school recognises the need to protect children from unlawful discrimination and harassment on grounds of sexual orientation and we are committed to taking a pro-active approach to preventing all forms of homophobia.

We will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process. We will deal with complaints of discrimination and harassment speedily and according to Local Authority guidance and notify complainants of the outcome and actions taken.

### **Religion and belief equality**

We recognise that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We are committed to eliminating discrimination and exclusion on the basis of religion or belief.

We also recognise the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief. Equality with regard to religion or belief is promoted at all levels in Hiltingbury Infant School and particularly within the RE and SMSC/PSHE curriculum.

This is supported through:

- Assemblies
- Festivals
- Marking key national / international faith events/ celebrations
- Visiting speakers into assembly
- Flexibility to allow parents to request their children be withdrawn from RE lessons on
- moral / religious grounds
- Making provision for children to have space and dignity when practising their faith

We will monitor the effectiveness of our policy regarding faith and belief discrimination through:

- Discussion with the Area of Learning Leader for RE, regarding its priority on the curriculum and how it can best be supported
- Analysing relevant behavioural incidents on an annual basis, and reporting to governors

### **Community cohesion**

We promote community cohesion, by developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. Mutual respect, honesty, fairness, tolerance and trust between different groups including children and teachers is embedded in the ethos of our school

We have evidenced our effectiveness for OFSTED by demonstrating that:

- we have strong and positive relationships
- there is a strong sense of individual rights and responsibilities within the school community
- That all children and parents feel they are being treated fairly and have the same opportunities

## **PROCESSES - Collecting information**

### **Pupils**

We collect and analyse the following information:-

- Admissions
- attendance
- achievement and progression
- SEND
- rewards and sanctions
- the views of the pupil's (e.g pupil council/ questionnaire)
- take up of extended school provision and extracurricular activities
- other equality information for example complaints and incidents of race discrimination or bullying

Through ongoing observation / evaluation we also maintain an over view of

- the quality of relationships between different groups of children
- significant variations in attainment among children of different gender, ethnicity or background.
- the curriculum and resources to ensure that they are accessible and promote equal opportunity for all children
- behaviour and discipline, including bullying and harassment

### **Staff and Governors**

Our school is committed to providing a working environment free from discrimination, victimisation and harassment. We also aim to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

The Employment Duty within the race legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is not included as a specific requirement in the disability and gender legislation but is covered in other aspect of the duties and therefore is deemed to be best practice in order to identify potentially discriminatory practice. The duty applies to all staff working at the school in whatever capacity.

### **We collect the following information for our staff and Governors:-**

- staff recruitment, retention
- CPD
- Promotion
- Disciplinary, grievance, competency
- outcomes of appraisals and performance review processes
- cessation of employment
- Governing Body Profile