Kinsale Infant School

Equality Information and Objectives Policy

Legislation
The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

At Heather Avenue Infant School we fully understand the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.
A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - we will not publish any information that can specifically identify any child.

- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

    - Admissions;
    - Attendance;
    - Attainment;
    - Exclusions; and
    - Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.
We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).
We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Policy

The school's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

Our Ethos

This is a place where:

- Learning is fun;
- Children are prepared for their future;
- All efforts are acknowledged and celebrated;

- Everyone is valued and respected as an individual;
- We will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- Everyone is encouraged to be part of and contribute to the community; and
- Encourage everyone to make healthy life choices.

Addressing Prejudice Related Incidents

The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Objectives

To achieve compliance with the Act, objectives are set annually. Detailed below are the school's current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	● All pupils are assessed, monitored and tracked through Sonar. ● Under-achievement is identified and appropriate intervention is applied. ● Pupils are able to participate in a range of extra-curricular opportunities.
Behaviour and Safety	● Pupils respect one another. ● Pupils feel safe and valued. ● Pupils, staff and parents know that misconduct and gross misconduct will be challenged.
Teaching	● All pupils experience 100% 'good or better' lessons.
Leadership and Management	● The staff and Local Advisory Board is working to reflect the diversity of the school community. ● No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children. ● A nominated member of the SLT (Stacey Coleman) is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.

The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

(a) Increasing the extent to which disabled pupils can participate in the curriculum;

(b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
(c) Improving the availability of accessible information to disabled pupils.

The school's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Responsibility
We believe that promoting equality is the whole school's responsibility.

How does the school eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The school does this by measures that include:
(a) for pupils - implementation of policies on equal opportunities (including special needs, behaviour and anti-bullying);
(b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
(c) PSHE, RSHE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
(d) employing specialist staff to support pupils with special needs or disabilities, and implementing school's disability access plan;
(e) monitoring of welfare, with intervention and support where required;
(f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	**Responsibility**
School Local Advisory Body of Heather Avenue Infant School	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Executive Executive Executive Headteacher and Head of School and	As above including:

Head of School and Head of School	Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Executive Executive Executive Headteacher and Head of School and Head of School and Head of School as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the Local Advisory Board in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Executive Headteacher and Head of School on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school's community and in informing the governing body of actions that can be taken to eradicate these.

	Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Executive Headteacher and Head of School on how pupils and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

The School's Equality Objectives

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives and will review/amend these annually:

Equality Strand	Issue being addressed	Action to be taken	Monitoring	Responsible	TIME FRAME	
					Start date	Review
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings		Annual Review Equality plan published in various places	Executive Headteacher and Head of School	Sept 2015 Updated March 2026	Annual
Accessibility of the school site to all, especially	Provide disabled toilets in all buildings for all pupils and staff	Monitor need within school	Annual Review Availability if need arises – dependent on	Executive Headteacher and Head of	Sept 2015	Annual

those with **disabilities**	Steps and changes in surface level to be assessed and clearly identified to all by use of colour	Quotes to be obtained by Estates Team	intake of children and staff	School, Premises committee members	Updated March 2026	
Accessibility of the school site to all, especially those with **English as an additional language**	Communication	External support to help those with EAL Provide school communications in additional languages via Language Line as required Communications from school assessed using SMOG calculator to ensure suitable for all	Termly review by H/T and SENDCO Consider Number of school communications	Executive Headteacher and Head of School SENDCO	Sept 2015 Updated March 2026	Ongoing
Religion or belief	To be aware of different religions and significant celebrations/festivals All members of staff are aware of 'Forced	Assembly schedule to include major religious celebrations/festivals RE Curriculum coverage considered across feeder schools Visitors enhance learning	Annual Review Annual Review	SLT DSL's	March 2026	Ongoing Ongoing

	Marriage' and 'Female, Genital Mutilation' and understand the safeguarding risks posed	FGM training for all members of staff – Norfolk Schools 2022 Norfolk Schools 2023 Norfolk Schools 2024	Ensure all staff aware of this element of Safeguarding		Sept 2014 Updated March 2026	
Sexual Orientation	All members of staff are aware of homophobic issues All members of staff to be sensitive to LGBTQ+	Challenge homophobic language/behaviour through the use of CHIPS resources (Challenging Homophobia in Primary Schools) To celebrate difference RSE curriculum to ensure inclusive language is used Stories to address different lifestyles	Annual Review SENDCO observation Annual Review	SENDCO SLT	Sept 2014 Updated March 2025 March 2026	Annual Ongoing
Gender	Equality of Provision and Inclusion for all	School to monitor during Executive Headteacher and Head of School's half termly meetings (through gap analysis) and implement action to help gender differences being minimised	Local Advisory Board is informed of school data annually	Executive Headteacher and Head of School and teachers	Sept 2014 Updated March 2026	Annual

Race-	To further develop a learning environment where differences in race are celebrated and racism is regarded as unacceptable behaviour	Staff fully aware of procedure for reporting- Continue our work with the International Award through the British Council	Annual Review at Local Advisory Board meetings Number of formal complaints with regards to procedures received by the Chair of Governors Re-accreditation of award	Executive Headteacher and Head of School and staff International Coordinator	Jan 2013 Updated March 2026 Jan 2005 Updated March 2026	Ongoing Ongoing
Anti-bullying	To further develop an environment where bullying is regarded as unacceptable behaviour	Anti-Bullying week, lessons on bullying taught to all children	Annual Review Lesson Plans Anti – Bullying Charter	All Teachers Whole school	Oct 2015 Updated March 2026	Ongoing

Community Cohesion-	Improve the participation and engagement of different groups of parents	Welcome Introduction pack for new parents/carers/pupils Ensure that different cultures are represented in school through various events Community cohesion plan in place Home visits for new Reception pupils in the term before they start school	Attendance and evaluative comments from event Improved engagement of parents/carers at the start of pupil's time in our school.	SLT & class teachers	April 2013 Updated March 2026	Ongoing
Disability	To ensure the health requirements (mental and physical) of all groups within our school are provided for to limit the impact of their disabilities	To ensure that staff are trained to understand the impact of mental health on children and young people Trauma informed practice To provide small group nurture sessions to support identified pupils in school To provide trained support to meet the needs of	H/T and SENDCO review needs in school on half termly basis. Ensure that needs of all pupils met. Care plans in place as required.	SLT	Sept 2012 Updated March 2026	Ongoing

		pupils with medical needs e.g. diabetes and epilepsy All staff in school First Aid trained Access to a fully trained Parent Support Advisor in school				

Reviewed March 2026

Review March 2027