

Pentland Infant & Nursery School Equalities Policy

January 2023

Revisited annually (January 2024)

Revised every 3 years (Jan 2026)

Introduction

Pentland Infant & Nursery School welcomes its duties under the Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

This policy sets out how Pentland Infant & Nursery School has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not.

Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the *General Duty*
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty

1. While making a decision that might affect an equality group, the decision maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
3. The duty is continuing, so we will revisit it and bear it in mind constantly
4. We will keep records to show that the equality duties have been considered on each occasion

School Ethos, Vision and Values

Together we can.

Pentland Infant & Nursery School serves community in an area of socio-economic disadvantage close to the town centre of Dewsbury. **December 2022:** There are presently **115** (decreasing) pupils on full-time roll plus children attending Nursery **37** and **11** pre-school
Boys account for **52 %** of the current whole school cohort.

19.3% (incr) of full-time pupils are currently in receipt of free school meal entitlement, although all full-time Infant pupils are now eligible for free school meals.

17.9% (incr) of pupils across Nursery and main school have been identified as having Special Educational Needs or Disabilities and there are presently **2.45%** (incr) pupils with Education, Health and Care Plans, plus 2 under Assessment In school there are different ethnicities identified by parents/carers, the main ones being Pakistani **57%**, Indian **37.4%** Asian Other **1.84%**, and Mixed White and Asian **1.23%**

There are currently 10 (incr) heritage languages, the most prevalent being Punjabi which accounts for **26%** (decr), followed by Gujarati (decr), Urdu **9.8%** (decr), English **25%** (incr), Bengali **2.4%** Pashto/Pakhto **1.23%** (decr) Panjabi (Mirpuri) **1.22%** % Arabic **1.23%** (incr), Polish **1.23%**, and French **.1.22%** (incr)

Pentland Infant & Nursery School aims to provide access to a stimulating, broad and balanced curriculum, within a culture of high expectations, where every child matters and barriers are tackled to enable all children to feel successful, confident, valued and included, safe and secure.

We are committed to ensuring equality of education and opportunity for all pupils, staff/governors, parents and carers, with a particular focus on those who share a protected characteristic.

We recognise that treating people equally does not necessarily involve treating them all the same but means tackling barriers which could lead to unequal outcomes.

We aim to create a culture of social inclusion and community cohesion in which all those connected to the school are treated with respect and fairness and feel proud of their identity and able to participate fully in school life. We celebrate the diversity of our school community and we will not tolerate any direct, associated or perceived associated discrimination (less favourable treatment), harassment (bullying), victimisation and inequality, including bullying of any groups or individuals.

This Policy is intended to replace/incorporate our previous Race Equality Policy, Disability Equality Scheme, Gender Equality Policy, Equal Opportunities Policy, Equality Diversity and Community Cohesion Policy.

Our Accessibility Plans will continue as a separate document attached to the SEN and Disability Policy.

This Policy links closely with other school policies relating to Behaviour, SEN and Disability, Pupil Premium, Admissions, Recruitment and Selection, PSHCE/SMSC/RE, PREVENT Strategy and our Kirklees Inclusion Quality Standards Gold Award and outlines our commitment to promoting equality, eliminating discrimination and fostering good relationships.

Responsibilities

All members of the school community have a responsibility for promoting equality.

All staff are expected to provide positive role models and consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, race, age, ethnicity, faith, religion, belief, national origin, disability, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, pregnancy, responsibility for dependants and trade union membership.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly;
- The actions, procedures and strategies related to the policy are implemented

The Head Teacher and Senior Leadership Team have responsibility for providing leadership and vision in respect of equality;

- Overseeing the implementation of the equality policy and action plan;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and action plan;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

What we already do

In order to comply with the public duty, we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do.

We strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff/governors, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils to talk to us about any bullying, where it happens, who's doing it, and what it involves.

We endeavour to make reasonable adjustments to ensure access for pupils, staff, and parents/carers with disabilities through annual Access Planning. Our existing Accessibility Plan outlines the steps we are taking to improve:

- curriculum access
- provision of information to disabled pupils
- physical access

Our Accessibility Plan will be maintained as a separate document and we will ensure that the actions in the plan fit in with the actions and arrangements in Equality Scheme.

Pupils

Admissions and Exclusions

All children are admitted to the school in accordance with Kirklees LA Admissions Policy which does not discriminate on race, gender, disability, religion or belief, or socio-economic factors. No pupil will be denied entry to the school because of his/her special educational needs or disability, unless the Governors and Head Teacher are unable to be confident of making effective provision to suit the needs of the individual, whilst maintaining the learning entitlement of others.

We offer extended transition programmes for pupils whose needs or circumstances may make them more vulnerable, including those with special educational needs and/or disabilities. There is an induction programme for children new to the school/country who enter the school mid-term.

We aim to identify any specific needs and/or disabilities of our pupils as early as possible. Due to the age of our pupils, information about any disabilities and additional needs of children is sought from parents/carers at initial registration, and on admission/induction and is recorded on the School Admission forms.

Pupils are encouraged to greet visitors to the school with friendliness and respect. School Councillors have a specific role in greeting visitors and helping new pupils to settle and feel included.

The behaviour policy is differentiated with reasonable adjustments for those with specific additional needs. The school's anti-bullying policy specifically refers to bullying which can be directed at children and adults who share a protected characteristic.

Any exclusions data will be analysed to determine whether children who share a relevant protected characteristic are over-represented and this information will be used to inform any necessary changes to behaviour management policy and practices.

Teaching and learning

At Pentland Infant & Nursery School we aim to provide all pupils with the opportunity to succeed and we are committed to ensuring that every child receives access to high quality opportunities regardless of ability, disability, race, sex, religion, belief or socio-economic circumstances, whilst taking account of individual learning styles and needs.

We strive to make things fairer and more equal for all by giving everyone the same chances, no matter what their individual differences are. This can sometimes mean giving some people extra help.

Attainment, progress and attendance data of all pupils will be monitored and analysed and used to inform training and provision, to raise standards and ensure inclusive teaching. Data collected by gender, ethnicity and SEN/disability will be used to support pupils and to action and narrow any gaps. Progress data is analysed termly.

We provide additional support for pupils who are underachieving. We seek to involve all parents/carers in supporting their child's education and we offer additional support for parents/carers of under-achieving children.

Disabled children and their parents/carers are consulted on how they wish the procedure or administration of medication to be carried out - Health Care Plans are in place as appropriate to meet health needs, including the administration of medication, in line with the school's Medical Needs Policy.

Catering/school staff are aware of those who have food allergies (wheat, sugar etc.), following procedures identified in the school's Medical Needs Policy.

In line with our SMSC, PSHCE and RE Policies, pupils have opportunities to explore, experience, understand and celebrate diversity, for example, special assemblies and celebrations, promoting community cohesion through involvement with other local schools and initiatives e.g. Pyramid projects, mosque/church visits and visits from religious leaders.

We will use materials that reflect the diversity of our community, without stereotyping.

Pupils' views are actively encouraged and respected. We listen to the views of all pupils in informal settings, for example, through pupil questionnaires and surveys. Staff who are able to translate are available in school for those children who speak Punjabi, Urdu, Gujarati, Mirpuri, and French. Following a special annual assembly, a specific pupil Equalities questionnaire will be completed in class, and key issues identified by our pupils will be used to inform the Equalities Action Plan and Accessibility Planning for the following financial year.

Racist and bullying incidents are recorded using agreed formats and reported to the Senior Leadership Team.

Staff

Employing, Promoting and Training

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. Pentland Infant & Nursery School also intends that its workforce reflects Kirklees' diversity and the local community at all levels of the organisation. We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

We recognise that staff have rights as employees to work in a supportive, safe and harassment-free environment and that staff have individual and collective responsibility to value and respect each other's contributions.

We aim to be an equitable employer and we will promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised. A Staff Code of Conduct is in place.

Equalities policy and practice will be covered in staff induction and revisited every summer with all staff.

We will use information from staff questionnaires, application forms, induction procedures and leaver questionnaires to monitor and compare the recruitment, promotion and training opportunities of persons who share a relevant protected characteristic and persons who do not and use this to encourage diversity, eliminate unfair treatment and discrimination and inform development of a workforce that reflects all levels of the resident community of Kirklees. The school seeks information to monitor the number of staff it has who count as disabled under the DDA 2005. Information about disabilities and additional needs of staff is sought on induction, and via the school workforce census information. We ask all staff to identify any barriers that affect them and their views on how we can plan to overcome them, through use of an annual Equalities questionnaire.

The Staff Handbook will also contain a copy of the Equalities questionnaire to be completed and returned.

Key issues identified by our staff will be used to inform the Equalities Action Plan and Access Planning for the following financial year.

The school provides reasonable adjustments for disabled staff e.g. to aid with management of long-term medical conditions. The school allows disabled staff additional time off for treatment for their condition without penalising them.

Parents/carers

We are committed to working in partnership with parents/carers and to maintaining good channels of communication. We seek to involve all parents/carers in supporting their child's education. We have an induction programme in place to ensure newly arrived pupils and their parents/carers. Staff who are able to translate are available in school for those parents who speak Punjabi, Urdu, Polish, Hindi, Mirpuri, Italian, French and Hungarian and we use local interpreter services for other languages as required.

Information about disabilities and additional needs of parents/carers is sought at initial registration and on induction and is recorded on the School Admission forms. In addition, a repeat questionnaire will be sent out to all parents/carers annually, to identify any barriers and their views of how we can improve the way we meet their needs.

Key issues identified by parents/carers will be used to inform the Equalities Action Plan and Accessibility Planning for the following financial year. We provide extra or additional support for disabled parents/carers and staff to help them play a full part in the school.

Members of the local community

We actively encourage members of the local community to join school activities and celebrations, for example, intergenerational projects, the reading friends scheme, special assemblies and visits as part of topic work.

We give a questionnaire to all groups who make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments.

Key issues identified by these groups will be used to inform the Equalities Action Plan and Accessibility Planning for the following financial year.

Equality Impact Assessment

We recognise that our policies may impact on participation and outcomes for pupils, parents/carers, staff and members of the community with a protected characteristic and we will monitor and assess the impact of new and existing policies, procedures, functions and practices of the school on equality and improve these where necessary as the review period for each policy occurs.

Regular consultation with pupils, parents/carers and staff/governors will form part of the information gathering process. Specific policies on curriculum, uniform, bullying, admissions, behaviour and sport will be regularly updated in response to this information gathering process and objectives for promoting equality will be integral to the school development plan. We will monitor progress made towards meeting objectives to:

- * take adequate steps to prevent discrimination
- * take decisive action when discrimination occurs
- * take steps to promote equality, diversity and cohesion

Our intention is to use an Equality Impact Assessment, to fulfil our duty to have 'due regard' to equality implications, when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

Equality Action Plan

We have produced an Equality Action Plan (attached) to ensure that we fulfil our duties under the Equality Duty.

The Equality Action Plan will be reviewed annually and revised after a period of 3 years. We acknowledge that information gathered from a wide range of sources,

taking account of people's differing experiences, needs, histories, challenges and barriers which they may face, will be required in order to identify the actions which we need to take to promote equality. Pupils, staff, governors, parents/carers and the wider school community will be involved in the process, through questionnaires, meetings, surveys, and individual conferencing of pupils. A new Equality Action Plan will be produced, responding to issues identified through our impact assessment and included in our annual reports.

Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through an annual report, via the Head Teacher's Report, about the progress we make on promoting equality of opportunity. Our annual report will include details of:

- information we have gathered during the year
- how this information was used
- action points completed during the year and those that are ongoing

Pentland Infant & Nursery School
Equality Action Plan 2023 - 2025

Objective	Actions	Person/s Responsible	Time scale	Resources	Measurable Outcome	Arrangements for monitoring
To raise staff's/ Governors', pupils' and parents'/carers awareness of updated School Equalities Policy, practice and responsibilities.	Share updated <i>Policy and Action Plan</i> with all Stakeholders - staff/Governors, parents/carers, and children.	SLT/SMT/ All staff	Every summer	Staff meeting time, Assembly time, communication with parents, and updated Policy and Action Plan to be available on school website.	All Stakeholders aware, involved and responsible for promoting environment where equality is evident in everything done. E A F	Through lesson, work and environment monitoring.

To address any inequality of access to provision.	Analyse <i>attendance, attainment and extended school</i> data of all groups, but with specific reference to ethnicity, FSM, SEND, gender (e.g. WOTH, PP, EHCP), to identify	SLT/ APSO-CI	Termly	Admin time	Equal access to provision is evident, impacting positively on achievement/ attainment of vulnerable groups	Through half termly/ termly analysis of extended school, attendance, attainment and progress data.
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	and address any vulnerable group/patterns/trends Information will be used to inform any necessary changes to policy and practices.				and no patterns or trends can be identified E A F	
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<p>To ensure provision and practice reflects and promotes the school's Equality Policy.</p>	<p>Monitor <i>interactions, displays, resources and activities</i> to ensure diversity is reflected and celebrated and stereotypes and bias is challenged (e.g. gender stereotyping)</p>	<p>SLT/SMT/ All staff</p>	<p>Half-termly</p>	<p>Staff meeting time, admin time</p>	<p>All Stakeholders aware, involved and responsible for promoting environment where equality is evident in everything done. E A F Equal access to provision is evident impacting positively on achievement/ attainment of vulnerable groups</p>	<p>Through lesson, work and environment monitoring.</p>
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					<p>and no patterns or trends can be identified E A F</p>	
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<p>To continue to make further developments to inclusive policy, practice, provision, resulting in improved outcomes and full participation in school life for all.</p>	<p>Deliver <i>Equality Assembly</i> and class survey for children and <i>questionnaires</i> out to Staff/<i>Governors</i>, parents/<i>carers</i> annually, in addition to on Induction. <i>Access Plans</i> to be updated annually to reflect actions to be taken to address issues raised.</p>	<p>SMT/SLT All staff</p>	<p>Every spring</p>	<p>Staff time, Assembly time, communication with parents, and updated Policy and Action Plan to be available on school website.</p>	<p>All Stakeholders aware, involved and responsible for promoting environment where equality is evident in everything done. E A F</p>	<p>Through responses received.</p>
<p>To ensure policy and practice has due regard for equality perspectives.</p>	<p>Ensure any <i>new/amended policies</i> or <i>practice</i> reflects Equality Policy and perspectives.</p>	<p>SLT/<i>Coordinators</i>/ <i>Governors</i>/ All staff</p>	<p>When reviewing, planning or introducing any policy or</p>	<p>Discussion/ admin time</p>	<p>Policy and practice reflects current legislation, to ensure no</p>	<p>Through monitoring impact.</p>

			planned change, using Equality Impact Assessment procedures.		discriminatory practice is taking place, provision meets the needs of all service users, and systems for reporting and tackling incidents are robust and transparent. E A F	

Equality Impact Assessment

School	
Date	
Lead member of staff	
Other involved staff/role	

Proposed Plan

Background/ how this proposal has come about

Reason for proposal - to introduce new practice/provision
to change or reduce

practice/provision to remove

practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

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Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation Y/N

Promoting equality of opportunity Y/N

Fostering good relations Y/N

Please explain

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Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

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Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			

Explain in more detail

