



Equality Policy and Statement

Date approved by the Full Governing Body: - May 2026

Date of review: - May 2028

Our Vision.

Alton Infant School is a Rights Respecting School and all are welcome, accepted and included. Through high levels of care and compassion, we aim to provide an education within which children flourish and thrive academically, emotionally and socially. Our vision is for teaching and learning to be an enjoyable, engaging and memorable experience so that children become happy, confident and creative learners. We believe that each child is unique and we aspire to unlock each child's individual gifts and talents.

Introduction.

We welcome the equality duties on schools and believe that all pupils, members of staff, governors, volunteers and parents should have the opportunity to fulfil their potential whatever their background, identity and circumstance.

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, learn and use the services of our school.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this Policy, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This Equality Policy provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law, for example, the school may arrange pupils in classes based on age.

The Protected Characteristics that apply to schools are:

- Age
- Disability
- Gender re-assignment
- Marriage and civil partnership

Pregnancy and Maternity
Race
Religion Faith or Belief;
Sex and Sexual Orientation.

As a Governing Body and employer we will also not accept any of the following:

Direct or Indirect Discrimination, harassment and/or victimisation

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.

Legislation and guidance.

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.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Alton Infant School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

Eliminate discrimination, harassment and victimisation.

Promote equality of access and opportunity within our school and within our wider community.

Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

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 Equality Link Governor is Amy Rowland. She will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure staff are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues

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.

The Senior Leadership Team will:-

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every term to raise and discuss any issues.
- Identifying 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 section 8.

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 regularly 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.

This policy along-side the Safeguarding, Child Protection, Behaviour Management and Anti-Bullying policies is shared with staff annually. This policy also informs on-going and annual staff training.

The Equality Link Governor will regularly liaise with a member of the Senior Leadership Team regarding any issues and make senior leaders and governors aware of these as appropriate.

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 (e.g. making available special diets based upon religious/cultural needs, or accommodating children who are hypersensitive to noise, a quiet area to eat, learn or play).

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs) In fulfilling this aspect of the duty, the school will:

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 for specific. Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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, kindness and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, and Personal, Social, Health and Economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in Reading, pupils will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues. When appropriate, we will also invite external speakers to contribute to assemblies.

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 also work with parents to promote knowledge and understanding of different cultures.

- Encouraging all pupils to participate in the school's activities, such as after school clubs.
- We have, and continue to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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 activity or trip:

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

Equality objectives.

Objective 1:

To further allow the equal access to tailored learning opportunities and the school's curriculum both in school and at home.

Why we have chosen this objective?

To enable all pupils and families, regardless of abilities, background, culture or protected characteristic, to be able to fully access learning opportunities both in school and at home.

To achieve this objective, we plan to: -

Communicate details of pupils' learning in school and at home via the free school sharing app 'Class Dojo'. This provides easy tablet or phone access for parents to be informed about day-to-day and home learning activities and achievements.

Personal follow-ups from class teachers for families who are struggling to engage with learning activities.

Provision of suitable school and home learning activities depending on the needs of the child and the family.

Provision of workshops for parents to help enhance health, family life and/or engage more fully with their children's learning.

Objective 2:

To allow our most vulnerable children to thrive academically, socially and emotionally.

Why we have chosen this objective?

To build confidence amongst our most vulnerable children.

To allow our most vulnerable children to access school, and all that it has to offer, as fully as possible.

To allow our most vulnerable children to learn and make progress in-line with their peers.

To achieve this objective, we plan to: -

Provide opportunities for our most vulnerable children to engage in activities that are of a personal interest to them.

When appropriate, allow our most vulnerable children to engage with extra-curricular activities and clubs.

When appropriate, build confidence through tailored social and emotional support.

Identify barriers to learning and how these barriers could be dispelled.

Objective 3:

To continue to celebrate uniqueness and difference within our school community.

Why we have chosen this objective?

To enable all pupils and families, regardless of background, culture or protected characteristic, to be fully included and involved in the school community and all that it has to offer.

To achieve this objective, we plan to:-

Celebrate uniqueness and difference through whole school assemblies.

Celebrate uniqueness and difference through Personal, Social, Health and Economic (PSHE) and Relationship and Health Education lessons.

Celebrate uniqueness and difference through daily learning activities and on-going support and discussions with children.

9. Monitoring arrangements

The Governing Body will review the equality information we publish, at least every year and update as necessary but at least every 4 years.

This document will be approved by Governing Body.
