



**Spring 2022**  
**Review Autumn 2026**

## **Introduction**

Schools are required to meet significant positive statutory duties in the area of equality. These duties require schools to promote equality of opportunity in everything that they do. The Public Sector Equality Duty means that schools may not take a reactive approach to equality, but a proactive approach to equality must be adopted. In practice, this requires all schools to:-

- take positive and proactive steps to identify areas of potential inequality before they have the chance to have an impact on people;
- make changes to ensure that any areas of potential inequality are eliminated.

As of 1st April 2011, The Equality Act (2010) has required schools to meet a single Public Sector Equality Duty which encompasses 'general' and 'specific' duties in promoting equality across the full range of protected characteristics as listed below:

- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Pregnancy or maternity
- Age (*in relation to staff only*)
- Marriage and Civil Partnership (*in relation to staff only*)

The equalities action plan covers a four year period from 2022-2026. It integrates and duties cover staff, governors, pupils, and people using the services of the school such as parents and community and includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

The equalities action plan enables us to achieve a framework for which action covers all eight equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

There will be an annual report on the progress of the equalities action plan. This will be reviewed by the Senior Leadership Team and governing body and will cover activities undertaken in relation to the eight equality strands and promoting community cohesion.

**Under statutory duties all schools have a general duty to:**

**i. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;** this means:

- Ensuring equal opportunities for all meeting individual needs and appreciating individual strengths and gifts.

- Ensuring access to the curriculum and wider opportunities in school eg participation in school plays, sports day, after school clubs

**ii. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it; this means:**

- removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

**iii. Foster good relations between persons who share a protected characteristic and persons who do not share it; this means:**

- tackling prejudice.
- promoting understanding.

**Race equality**

The **general duty** to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.
4. Dealing with racist incidents

The school follows the Local Authority procedures for dealing with racist actions or any form of discrimination.

**Disability Equality**

The **general duty** to promote disability equality is owed to all disabled people which means that we must have due regard to:

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 people's disabilities, even where that involves treating disabled people more favourably than other people.

**Accessibility**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to pupils in a range of different ways

We ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

**Gender equality**

The **general duty** to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

## **Transgender**

Transgender 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 the school community.

## **Age, sexual orientation, religion, belief, pregnancy and maternity**

There will be no discrimination on these grounds and action will be taken to eliminate any discrimination and harassment for these equality areas.

## **Community engagement**

The school will develop good relations across different cultures, ethnic, religious and non-religious socio-economic groups in the local and wider community.

## **School ethos and values**

The school ethos and values can be viewed on the school website and further information about good practice identified is below:

- ensure that our school is a caring, trusting learning community that is underpinned by Christian distinctiveness
- welcome and hospitable to children and their families from all faiths, backgrounds and beliefs
- provide active and enjoyable learning opportunities, through practical, collaborative and personalised learning
- achieve excellence by providing our children with a secure, safe, learning environment and the support to explore and grow in their knowledge of the world
- develop our children's understanding of Christianity by establishing an ethos and curriculum that informs them that God is all around, loves them and wants them to be the best they can be
- equip our children with the skills, independence and values they need for lifelong learning and successful lives
- encourage children to develop enquiring minds, self-confidence and self-discipline, whilst being aware of and sensitive to the needs and feelings of others
- develop children as individuals and British citizens, who are tolerant, forgiving, and thoughtful towards others
- establish effective partnerships with parents to ensure the best learning outcomes for all pupils.

## **School setting**

Valley End Church of England (VC) Infant School has a Published Admission Number (PAN) of 60 with the capacity to accommodate 180 pupils, aged 4-7.

School profile as at February 2022:

- 167 on roll
- The pupil gender mix is 53% male and 47% female throughout the school.
- Of the children on roll and with information received from parents regarding first language, 161 state English as a first language and 6 children have another language as their first.
- Overall attendance is 92% (with 6% illness – COVID affected).
- Looked After Children (LAC) – 0 pupils.

- Previously Looked After Children – 0 pupil
- Free School Meals/Ever 6 –8 pupils
- Service children /Ever 4 – 1 pupil
- SEND – 12 pupils on the register

### **Collecting and analysing equality information for children at Valley End C of E Infant School**

Valley End Church of England Infant School is an inclusive, Church of England school. We use our ethos and values, the curriculum and teaching and learning to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her/his potential, flourish and thrive.

We collect and analyse the following equality information for our children:

- Attainment
- Progress
- Progress from any emotional support
- Attendance levels
- Racist incidences
- Bullying incidences
- Sexual harassment incidences
- Exclusions
- Inclusion in the following groups: English as an Additional Language, Free School Meals, Looked after Children, Previously Looked After Children, Young Carers, Service Children, Special Educational Needs and Disabilities, children on either a Child in Need or Child Protection Plan and any other children deemed as vulnerable (e.g. children who have experienced the death of a parent or whose family may be receiving Early Help or family support) and children who have Behaviour Plans.

### **Collecting and analysing equality information for employment and governance at Valley End C of E Infant School.**

- Valley End C of E Infant School is committed to providing a working environment free from discrimination, victimisation and harassment.
- Valley End C of E Infant School recruits an appropriately qualified workforce and governing body that is able to provide a service that respects and responds to the diverse needs of the local population.
- All staff vacancies are filled using the Local Authority application forms which contain requests for information relating to ethnicity, gender and disability. Applicants however can choose to indicate they do not wish to give this information.
- The governing body are aware that governors should represent the diversity in the community and will attempt to recruit governors reflecting the community.

All information relating to staff is kept on the school's central database.

The following profile information is collected and analysed for staff and governors:

- Applications for employment via local authority recruitment forms
- Staff profile
- Attendance on staff training events and/or any CPD courses
- Safeguarding training
- DBS clearances
- Disqualification information
- Disciplinary and grievance cases – if any
- Staff appraisals/performance management.

## Governors

- Names
- DBS and section 128 clearances
- Governor business interests.
- Governor skills
- Governor roles, committee membership and responsibilities.
- Governor attendance at meetings
- Governor training records

The school mindful of the laws relating to data protection and confidentiality when devising the equalities action plan. Although there is a statutory duty to share information about the school's equalities action plan, we recognise that care must be taken when sharing or publishing statistics, data or information to ensure that any information published cannot be used to identify individuals.

Following the Freedom of Information Act 2000 and the General Data Protection Regulations 2018, any analysis of sensitive information is undertaken by a senior member of the school staff and a synopsis passed to a committee or working party as required.

### **Consultation and involving people**

Valley End C of E Infant School is semi-rural predominantly white British community. Every endeavour to involve as many people as possible in our community in the ongoing development of this policy will be accessed.

Examples include:

- Discussion at staff meetings
- Discussion with parents
- Discussions with governors

The following good practice was identified:

- Staff trained on the needs some children have including intimate care training, emotional support training and speech and language training.
- Developments and adaptations made to the school environment to support children with specific disabilities.
- Staff and governors who act as role models to the school community.
- Staff have all taken part in safeguarding and child protection training.
- Governors have all taken part in safeguarding training.
- Staff have all taken part in Prevent Duty, On-Line Safety, Children Missing Education and Child Sex Exploitation training.
- Staff have taken part in First Aid training.
- Emotional Literacy Support Assistant is active in school.
- The LA admission policy followed by the school includes information on disability
- The school website includes information on Special Needs and Disabilities and inclusive practice
- SENDCO updates staff about key development with Special Educational Needs and Disabilities.
- Safeguarding and child protection policy in place and updated at least annually.
- Behaviour management policy in place.
- Anti-Bullying policy in place.
- Disabled toilet updated 2019 accessible on the ground floor.
- Ramps inside and outside of the school building to facilitate access.
- The school's Golden Rules are fully embedded within the life of the school. The Golden Rules are:-

*We love and care for each other  
We look after property and God's creation  
We always try hard to do our best  
We are honest and we always tell the truth*

### **Equality impact assessments**

Valley End Church of England Infant School is keen to ensure that none of its policies and practices disadvantage people with disabilities, from different ethnic backgrounds or a differing gender. The school has in place a range of associated policies that have been agreed by governors. All school policies are regularly reviewed.

### **Roles and responsibilities**

- The governing has a duty to ensure that the school complies with all statutory requirements.
- The Headteacher is responsible for the implementation of this policy and action plan and will ensure that staff are aware of their responsibilities, that necessary training and support is provided and that progress is reported to the governing body termly.
- Staff are expected to promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.
- Pupils have a responsibility to themselves and others to treat each other with respect, to feel valued and to speak out if they witness or are subjected to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school, including parents and carers are adhering to our commitment to equality.

### **Commissioning and procurement**

Valley End Church of England Infant School is required by law to ensure that when services are bought from another organisation, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

### **Publishing the equalities action plan**

The school's equalities action plan will be made accessible via:

- Staff induction
- Governor induction
- The school website

### **Annual review of progress**

There will be an annual review of actions taken in the development of the equalities action plan which include:

- The results of any information gathering activities for race, disability and gender and how this information was used towards improvement
- The outcomes of involvement activities from minority groups within the school community
- An update of the progress made against priorities
- Celebrating achievements in relation to promoting community engagement

### **Ongoing involvement**

People from all aspects of the school community will be involved in the ongoing development of the equalities policy and action plan. This includes:

- A regular item at School Council meetings to discuss equality and diversity issues

- A regular item at staff meeting
- Termly Headteacher reports to the governing body
- Consultation with parents

### **Breach of this policy**

Any breach of this policy should be reported to the school and will be dealt with via the appropriate policy. Complaints will be investigated as the complaints policy.

### **Religion and Belief**

As a Church of England Controlled Infant School, the Guildford Diocese Agreed Syllabus for Religious Education is followed. Pupils are taught about Christianity and the major world faiths ie Judaism, Islam and Hinduism. Worship and prayer are explored in the context of all religions and efforts are made to impart on children how important faith, belief, worship and prayer are to some people and to encourage the value of respect for all. The school has links with local churches and local clergy lead acts of worship throughout the year. The children also visit the church of St Saviour Valley End for acts of worship and celebration throughout the year. All children attend assemblies and services and participate. The school respects parents right to withdraw their children from RE and Collective Worship.

### **Links to other policies**

- Teaching and learning
- Personal, Social, Health Education
- Relationships, Health Education
- Spiritual, Moral, Social and Cultural Development
- Anti-bullying
- Behaviour management
- Whistleblowing
- Safeguarding and child protection
- Supporting pupils with medical needs
- Children missing from education