



Equality Policy & Scheme

“Loving God and Loving our Neighbour”

Responsible Committee	FGB
Approved by the Governing Body	Autumn term 2023
Date of Next Review	Autumn term 2024
Headteacher signature	
Chair of Governors signature	



Statement of principles

- This policy is rooted in our values of Love, Compassion, Respect, Forgiveness, Thankfulness, Courage and Friendship
- We demonstrate Love with the care with which we plan exciting and engaging learning experiences for the children and the respect with which we involve them as partners in developing the curriculum

Policy Introduction

This policy reflects the Single Equality Act (2010) and sets out the school's approach to promoting equality. It covers equality duties in relation to sex, race, disability, religion or belief, sexual orientation, pregnancy or maternity, and those who are undergoing or who have undergone gender reassignment.

Schools should consider age as a relevant characteristic in their role as employers but not in relation to pupils.

School Context

St Giles' is situated in the borough of Mole Valley and serves the ecclesiastical parish of Ashted, as well as families from Leatherhead and Epsom. The school's catchment area contains a broad mix of income and housing levels including some social housing.

The school is judged as **Good** by OFSTED.

Aims and Values

The school's ethos

St Giles' is a small Church of England Infant school. We believe that we are here to equip children with the skills they need to be life-long learners and whilst we are proud of our high standards and achievement, we focus on the development of the child in a friendly, family atmosphere. We want children to be equipped for life in the 21st century with secure learning skills, an understanding of Christian attitudes and values, the ability to relate to other people and a sense of self-worth which will enable them to take their place in society.

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The aims of the school

It is the aim of St Giles' C of E (Aided) Infant School to equip children physically, socially, morally, academically and spiritually so preparing them to take their place in the society in which they live.

In fulfilment of our aim, our objectives are:

- To establish a loving, caring community in which all children can feel secure and happy
- To ensure that children learn to value Christian attitudes and to develop self-discipline
- To recognise and provide for the individual needs of every pupil
- To provide a safe and stimulating environment which will encourage a love for, and curiosity about the world
- To enable all children to become independent in their approach to learning
- To provide for the children opportunities to become numerate and literate at a level appropriate to their age, aptitude and ability

The School's Approach to Promoting Equality

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through this policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favorable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010) i.e. sex, race, disability, religion or belief, sexual orientation, those undergoing or who have undergone gender reassignment.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

Roles and Responsibilities

School Governors are responsible for:

- Making sure the school complies with current equality legislation



- Making sure this policy and its procedures are followed
- Publishing the policy and scheme on the school website
- Ensuring that the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability.
- Ensuring that people are not discriminated against when applying for jobs at the school on grounds of race, gender or disability
- Ensuring that all reasonable steps are taken so that the school environment gives access to people with disabilities
- Making sure all school communications are as inclusive as possible for parents, carers and pupils
- Welcoming all applications to join the school, regardless of socio-economic background, race, gender or disability
- Ensure that no child is discriminated against whilst in our school on account of their race, sex or disability

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents and carers know about it
- Making sure its procedures are followed
- Promoting equal opportunity when developing the curriculum
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment, bullying or racial discrimination

All school staff are responsible for:

- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping

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- Promoting equality and avoiding discrimination against anyone
- Keeping up to date with law on discrimination and taking up training and learning opportunities

Pupils are responsible for:

- Keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area
- Being actively involved in developing and maintaining school/class/playground rules which challenge discriminatory behaviour

Parents/Carers are responsible for:

- Agreeing to and maintaining the principles of the Home-School Agreement

Visitors and contractors are responsible for:

- Following our equality policy

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. In order to do this we will:

- Underpin our learning with our Christian values through classroom work and assemblies
- Promote attitudes and British values that will challenge racist and other discriminatory behaviour or prejudice
- Use data to improve the ways in which we support individuals and groups of pupils
- Action any gaps in data in gender, race and disability
- Offer equality of access to all pupils
- Use materials and resources that reflect the diversity of the school without stereotyping
- Ensure that our teaching and learning is inclusive and appropriate for all pupils



Admissions, Suspensions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors.

Suspensions and exclusions will always be based on the school's Behaviour Policy and will follow local authority procedures.

Monitoring, Reviewing and Assessing Impact

The Headteacher and the Governing Body are responsible for equality and monitoring outcomes.

This policy is implemented through a Single Equality Scheme. It is monitored regularly and reviewed by staff and governors through a range of activities to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision making.



A. Equality Scheme

The Equality Policy sets out the approach of St Giles' C of E (A) Infant School to promoting equality as defined within the Equality Act (2010). This single policy replaces the previously separate policies on race, sex and disability equality. The policy covers equality duties in relation to:-

- Race
- Disability
- Gender
- Age
- Religion or belief
- Sexual orientation
- Gender reassignment
- Marital and civil partnership status
- Community Cohesion.

The policy provides a framework for St Giles' C of E (A) Infant School to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

The Single Equality Scheme sets out the practical steps and actions the school will take to promote equality and eliminate discrimination in the areas covered by the Equality Policy.

As a faith school, St Giles' is committed to a Christian ethos openness to others and the inclusion of all. We aim to engender an atmosphere of trust through mutual respect, affirming the goodness in all our children and having high expectations of all members of the community. Our Equality Policy is central to this commitment.

The General Duty

Public bodies have a 'General Duty' to:

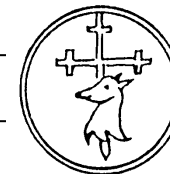
- a) Eliminate conduct that is prohibited by the Equality Act (2010)



- b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- c) Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Specific Duties

- 1) Publish information showing that they have complied with the General Duty
- 2) Publish evidence of the equality analysis undertaken
- 3) Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- 4) Set and publish Equality Objectives

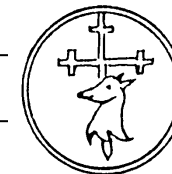


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St Giles' C of E (A) Infant School – Accessibility Plan 2023/24

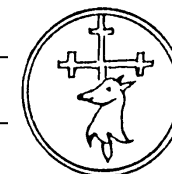
Target	Strategies	Timescale	What will success look like? Impact measure
To be aware of the access needs of disabled children, staff, governors and parents/carers	Ensure that the school staff and governors are aware of access issues ('access' meaning 'access to' and 'access from')	As required	SEND objectives are in place for disabled pupils and all staff are aware of pupils' needs All staff and governors are confident that their needs are met Continuous monitoring to ensure that any new needs arising are met Parents have full access to all areas of the school
Maintain safety for visually impaired people	Check if any children have a visual impairment, resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis	Annually and as new children join the school throughout the year	Visually impaired people feel safe in the school grounds.



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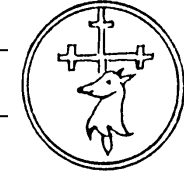
	Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate		
Ensure that there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of the need to keep fire exits clear	Regular reminders about fire exit safety throughout the year	All disabled personnel and pupils have safe exits from school.
Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park (right hand side as you enter the playground) The vehicle access gate can be opened to allow people with mobility issues / wheel chairs to access the main school building	Ongoing	There is a place for disabled members of staff and visitors to park throughout the school day.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability – ensure pre visits take place where	Ongoing when there are trips and visits	All pupils are able to access all school trips and take part in a range of activities



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	possible and incorporate any accessibility issues into the Risk Assessment		
PE curriculum is accessible to all pupils	Monitoring and review of our PE curriculum to ensure that all pupils can access the lessons. Change and amend lessons as needed to ensure fair access for all.	Ongoing throughout the year	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled pupils can take part equally in lunchtime and after school activities	Discuss with staff who run clubs, outside club providers and wrap around care provider and address any accessibility issues.	As required	Disabled children are able to access clubs and wrap around care provision as required.
Ensure staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	Raised confidence of all staff
Ensure disabled children can move from classrooms to the hall and vice versa	Ensure that the corridors are clear of obstructions at all times	Ongoing	Full access in the school for disabled children
Recruitment is fair and equitable	Applications welcomed from any individuals with an identified disability	At time of any recruitment	Generic questions about health will not be asked during recruitment processes. Governors and staff



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			involved in recruitment receive regular training in safer recruitment.
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Links with other policies

Safeguarding and child protection

Curriculum

Teaching and learning

Special Educational Needs and Disability

Assessment

PSHE

Religious Education

Collective Worship

Health and Safety

Behaviour

Anti bullying