



SLADEFIELD INFANT SCHOOL

Equalities & Diversity Policy

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Next Review Date: January 2028

Equalities and Diversity Policy

Aims

Sladefield Infant 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: [Equality Act 2010: advice for schools - GOV.UK](#)

Defining Equality and Diversity

Equality

Equality is about fairness and equality of opportunity, and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes: teaching staff, administration staff, Lunchtime Supervisors, school Governors, students and volunteers who support the children in the school, cleaning or catering staff employed by an external contractor, other visitors to the school, parents/carers, and pupils.

Relating to the Equality Act, there are nine ‘protected characteristics’; these are: age, disability, gender reassignment [transgender], marriage/civil partnership, pregnancy/maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation. Under the General Duty, schools must exercise ‘due regard’ in respect of each of the eight protected characteristics (excluding marriage and civil partnership) to:

- eliminate unlawful discrimination and harassment
- advance equality of opportunity

- foster good relations between different groups

Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity-friendly school culture, we are able to meet our school's aims and objectives more efficiently. Culture is about the way we behave towards one another – school Governors, all employees in the school, parents/carers, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity-friendly culture helps to create a more productive school community.

Roles and Responsibilities

All members of the school community have a part to play in implementing this policy, promoting diversity and equality, and challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote understanding of this responsibility, the Governing Body 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/carers, 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 Head Teacher.

The linked Governor with responsibility for overseeing the delivery of PSHE & RSE will:

- meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed.
- ensure they're familiar with all relevant legislation and the contents of this document.
- attend appropriate equality and diversity training.

The Head Teacher 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:

- support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- meet with Governors to raise and discuss any issues as and when appropriate.

- support the Head Teacher in identifying any staff training needs, and deliver training as necessary.
- ensure that visitors, volunteers and contractors are made aware of the schools' Equality and Diversity Statement and Objectives associated with equality and diversity.
- ensure pupils are clear about the expectations relating to our commitment to promoting equality and diversity through the work carried out in our PSHE and RSE provision, including the work carried out in line with the UNICEF 'Rights Respecting Schools Award'.

All school staff are expected to have regard to this document and to work to achieve the objectives outlined below.

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.

All staff receive regular training to ensure that they are both promoting the positive attitudes and values that we expect at Sladefield Infant School linked to equality and diversity, as well as teaching the objectives appropriately and sensitively.

The Senior Leadership Team will monitor for any equality issues, and will ensure that Governors are 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
- 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 societies).

In fulfilling this aspect of the duty, the school will:

- analyse attainment data each academic year showing how pupils with different characteristics are performing.
- analyse the above data to determine strengths and areas for improvement, and implement actions in response.
- make evidence available, identifying improvements for specific groups.

Fostering Good Relations

Sladefield Infant School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English/Reading, pupils will be introduced to literature from a range of cultures
- holding assemblies dealing with relevant issues, led by a member of the Senior Leadership Team, or by inviting external speakers to contribute
- working with our local community; this may include inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality Considerations in Decision-Making

Sladefield Infant 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 trip:

- is impacted by any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls

Breaches of Policy

Sladefield Infant School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy will be investigated by the Governor Complaints Committee. This may lead to disciplinary or other appropriate action being taken (as outlined in the Code of Conduct).

Monitoring and Review

Sladefield Infant School has specific duties under the Equality Act to publish information about the diversity of our school community and the work we are doing to promote equality. This information can be found on our school website.

Bullying and Diversity Incidents

Pupils

Sladefield Infant School believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents/carers, visitors and/or contractors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents, and to support the victim as outlined in the Anti-Bullying Policy.

Adults

The Local Authority and Sladefield Infant School view any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in appropriate action being taken, which, in the case of a staff member, could lead to disciplinary action being taken, and, in the case of harassment, might call for Police involvement (as outlined in the Code of Conduct).

Diversity Complaints

Sladefield Infant School takes seriously all complaints; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. Complaints should be made in line with the school's Complaints Procedure – a copy of which can be found on the school's website.

Equality Objectives

Objective 1: To promote the cultural development of all members of our community through a wide range of first hand experiences.

To achieve this objective, we:

- ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion.
- ensure that no-one is unfairly or illegally disadvantaged as a consequence of their protected characteristic.
- ensure the school recognises, and celebrates, diversity.

- identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities, and celebrate diversity.
- use assemblies and in-class discussions as an opportunity to celebrate festivals of a range of cultures and countries.
- use key cultural events (like The World Cup, The Olympics, Royal Weddings) as an opportunity to explore other cultures.
- raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.

Objective 2: To tackle prejudice and to promote the understanding of all people.

To achieve this objective, we:

- ensure that there are opportunities within the school week to discuss openly themes that might lead to prejudice, at an age-appropriate level.
- ensure that staff have the knowledge as to how to tackle any prejudices shown sensitively, and the support from the Senior Leadership Team to allow them to challenge such prejudice.
- include specific teaching and learning opportunities as part of our PSHE provision to consider how people with differing viewpoints might consider a situation or scenario.
- teach the pupils that difference is acceptable, including in our beliefs and cultures.
- provide specific 1:1 support for members of the community who find tolerance of diversity a challenge.

Objective 3: To narrow the gap in attainment between disadvantaged pupils and non-disadvantaged pupils.

To achieve this objective, we:

- audit the school curriculum continually to identify the objectives not taught over time, and by the start of the Summer Term, to ensure that appropriate coverage is maintained, and to identify those that need further consolidation.
- plan effectively to ensure that the objectives identified are covered and assessed.
- track pupils' progress termly, identify the appropriate and required interventions and the impact made each term.
- monitor and evaluate the teaching and learning to ensure the quality, coverage and pace of learning is effective in narrowing the gap in subject knowledge and understanding.
- prioritise the building of relationships between adults and pupils in the class.
- provide targeted intervention which is purposeful, with high impact.
- ~~ensure the focus on developing Reading, especially in promoting 'reading for pleasure' with additional slots to allow for 1:1 to take place.~~
- ensure that behaviour expectations are maintained consistently.

Objective 4: *To ensure that all pupils have equal access to extra-curricular activities and trips.*

To achieve this objective, we:

- highly subsidise trips so that they are affordable for even those families who may be struggling financially.
- offer financial support for those families that need it so that their child is not disadvantaged.
- provide a range of extra-curricular activities that are accessible for all at a very low cost
- ensure that the curriculum overview includes provision of trips and visitors that enhance the learning of the topic.
- provide parents/carers with notice of trips in advance so that they can budget effectively.

Objective 5: *To ensure that all parents/carers have equal access to information.*

To achieve this objective, we:

- provide information through a variety of formats, including: on Reach More Parents, letters home, ~~text messages~~, telephone calls to parents/carers, face-to-face conversations at the start/end of the school day.
- ensure that the school's website includes all relevant information, and is updated regularly.
- use multi-lingual staff to speak with those members of the community who have limited English.
- provide translation of messages and documents when requested.
- have an 'open-door' policy where members of the community can discuss the information shared with a member of staff at the school.

Objective 6: *To collaborate with our main feeder Nursery and Junior School to develop continuity in ensuring such equalities are maintained within a wider community.*

To achieve this objective, we:

- liaise regularly with staff at both settings in order to ensure we are offering continuity wherever feasible.
- provide joint correspondence, showing the wider community that all settings are actively working together and taking into consideration the needs of the community in its decisions.
- operate joint working parties when considering new ventures of significant changes to the curriculum that may have an impact on the wider community.
- provide a well-structured and effective transition process for the children joining Sladefield Infant School from Washwood Heath Nursery, and for those leaving Sladefield Infant School to start at Thornton Primary School in Year 3.

- ensure that relevant information linked to equality is shared between key staff at settings as necessary.

Objective 7: To promote understanding and respect of mental health and well-being, and to support and nurture pupils and staff mental health and wellbeing.

To achieve this objective, we:

- provide a broad, enriched curriculum that excites and engages the pupils, enabling them to have a love of learning.
- have robust procedures for ensuring pupils, parents/carers or relatives who are showing signs of negative mental health and wellbeing are signposted appropriately and efficiently.
- provide pupils with a way of sharing a concern or worry through a range of strategies, including using 'Zones of Regulation' and 'Worry Monsters' in each classroom.
- will increase the school community's awareness and understanding of mental health through class discussions and 'Circle Time' sessions, assemblies, and through the teaching of the PSHE curriculum.
- will raise awareness of the impact of poor mental health has on someone.
- provide school staff to access appropriate training, specifically linked to good trauma-informed practice
- enable all pupils and staff to have the opportunity to make a positive contribution to the life of the school and community.
- provide expert external support to staff who may be struggling with their own mental health and wellbeing.
- offer pastoral support to any pupils or parents/carers who have shown that they may be struggling with their own mental health and wellbeing.
- liaise with outside agents in order to ensure that the school is offering the best possible provision.

Monitoring Arrangements

Equality information updates will be shared in the Head Teacher Report to Governors at least annually.

This document will be reviewed by the Governing Body at least every 2 years.

This document will be approved by the Governing Body.

Links with Other Policies

This document links to the following policies:

Anti-Bullying
Behaviour

Children with Health Needs Who Can't Attend School
Education of Children with Medical Needs
Code of Conduct
Collective Worship
Community Cohesion
Complaints Procedure
Disciplinary Procedures
Health & Safety
Healthy Relationships Education
Inclusion
Special Educational Needs
No Platform for Extremism
PSHE

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