



Whitestone Infant School



'Hand in Hand we Learn'

Equality Statement

(based on LA toolkit)

September 2021

NAMED PERSONS RESPONSIBLE AT WHITESTONE		
POSITION	NAME	SIGNATURE
HEADTEACHER	N.A. Green	
CHAIR OF GOVERNORS	C. Atkins	

This statement was ratified on: _____

Date of next review: Autumn 2025

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

WIS Equality Statement

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

Publish equality information – to demonstrate compliance with the general duty across its functions

We will not publish any information that can specifically identify any individual child or adult

Prepare and publish equality objectives

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To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Core Statements:

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

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Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

Our school aims

At Whitestone Infant School we strive to create an atmosphere that is happy, caring and challenging. We want every child to feel they belong here and to feel safe and secure. We believe in the importance of developing the whole child through offering a broad, balanced and creative curriculum where both individuality and team-work are valued. We will help our children to begin to develop learning skills that will last a lifetime, so that they can make their best contribution to the community and society.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Board of Governors	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Board of Governors will also agree the Equality Statement and objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

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School Community	Responsibility
Teaching Staff	<p>Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non-Teaching Staff	<p>Support the school and the board of governors in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the board of governors of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on the school website, in the key information folder (in entrance of school) and by drawing attention to them as part of a newsletter.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and board of governors.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school learning improvement plan and therefore will be reviewed as part of this process.

EQUALITY PLAN 2021-2024

Target	Action	How the impact of the action will be monitored	Responsible person(s)
To ensure that all pupils make progress including vulnerable groups and individuals.	Monitor and analyse pupils' achievement by race, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support.	Assessment Leader/ SEND/CO/ Senior Leadership Team
That there are sufficient opportunities with the school's curriculum to address equality issues.	Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement.	Subject Leaders
The school environment promotes diversity.	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity and disability. Further ensure the school has a wealth of book reflecting diversity and our equality curriculum for 'Whitestone Welcome's Everyone'.	Monitor pupils' responses to the school environment in pupil surveys.	Headteacher
Respond promptly and appropriately to all incidents of racist behaviour, victimisation and harassment.	Ensure that the procedures for dealing with such incidents are established and widely understood and that staff and pupils are clear about their responsibilities. Report incidents to the Governing Body and Local Authority.	Use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher/ Board of Governors
To help our children to understand others and value diversity.	Ensure that opportunity to discuss diversity within the curriculum. Ensure that the values underpinning the school's ethos are actively promoted by all staff.	Monitor responses to other pupils through pupil discussions	All Staff

At the present time, all children with disabilities and special needs join in everyday activities with other pupils as part of our commitment to inclusion. Currently the school has the following facilities:

- Ramps
- Accessible toilets and shower facilities
- Curriculum and equipment aids