

**Whitefield Infant School**  
**And Nursery**



# **SINGLE EQUALITIES POLICY**

**Reviewed: September 2026**

## **Statement of Principals**

The Policy outlines the commitment of the staff, pupils and governors of Whitefield Infant School and Nursery to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/Carers
- The governing body
- Multi - agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Whitefield Infant School and Nursery, equality is a key principal for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential – irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

## **School in Context**

The school has capacity for 348 children on roll we have families and cultures from different backgrounds and we welcome those families at our school. Our school make up is Eastern European, British, African, Pakistani Asian Heritage.

The diversity of the school community is reflected in the languages spoken by the pupils including Punjabi/Urdu, Pashto, Romanian, Polish and English.

The design of our school building ensures easy access for all the children, staff, parents and visitors regardless of physical ability.

## **Ethos and Atmosphere**

- There is an *openness* of atmosphere which welcomes everyone to the school.
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks.
- All pupils are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

- Provision is made to cater for the spiritual needs of all the children through RE, planning of assemblies, classroom based and external based activities. Provision takes into account the Muslim and Christian beliefs of our pupils whilst developing their knowledge and understanding and the respect for other faiths and cultures.

## **Policy Development**

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with; children, staff, parents and governors.

## **Monitoring and Review**

Whitefield Infant School and Nursery is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil his or her potential.

We collect and analyse a range of quality information for our pupils including attainment data, attendance data and extra curricular clubs. These are analysed and evaluated. Information is then utilized to determine the Whole School Area of Focus and issues to be addressed within The School Improvement Plan.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance/Late for school
- Adults in the school will provide good, positive role model in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

## **Curriculum**

At Whitefield Infant School and Nursery, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting attitudes to equality and diversity
- Pupil will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- Creativity is central to the curriculum. It is greatly enriched by a diverse range of creative practitioners. All children have access to working with these practitioners

The provision of good quality resources and materials within Whitefield Infant School and Nursery are a high priority. These resources:

- Reflect the reality of an ethnically, culturally diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

## **Language**

We recognise that it is important at Whitefield Infant School and Nursery that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenge instances where this is not the case

## **Extended Learning Opportunities**

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, etc) by providing them with written guidelines drawn from this policy.

We try to ensure that all staff members who have contact with children adhere to these guidelines.

## Provision for Bilingual Pupils

We undertake at Whitefield Infant School and Nursery to make appropriate provision for all EAL /groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma, Refugees and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

## Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may oppose some practical boundaries to some career aspirations)
- All pupils, staff, parents, carers are given support, as appropriate, when they experience discrimination
- We recognise the perpetrators may also be victims and require support
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- **Emphasis is placed on the value that diversity brings to the school community rather than the challenges**

## Staffing and staff development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development groups of pupils
- Access to opportunities for professional development is monitored on equally grounds

## Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice thought the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions

- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school maybe able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in school.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances this would be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

## **Partnerships with Parents/Carers/Families and the Wider Community**

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in full life of the school
- We are in the process of setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school community. This has been/will be developed to support the school with matters related to its equalities duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play supporting new and settled communities

## **Roles and Responsibilities**

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to day responsibility for co-ordinating the implementation of this policy
- **Our staff will 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 and maintain a good level of awareness of equalities issues**
- **All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or disrespectful behaviour.**

- We will take steps to ensure visitors to the school adhere to our commitment to equality

## **Commissioning and Procurement**

Whitefield Infant School and Nursery Unit will ensure that we buy services from organisations that comply with quality legislation and best value for money. This will be a significant factor in any tendering process.

## **The Measurement of Impact of The policy**

This policy will be evaluated and monitored for its impact on pupils, staff parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

## **Publicising the Policy and Plan**

Parents will be informed about the Action Plan in the newsletter. A copy will be retained in the office and will be available for parents who request it. A copy of the school Policy and Action Plan will be included in the school prospectus.

## **Annual Review of Progress**

You have been required to report annually on your progress and performance in respect of your policy covering ethnicity, disability, gender and to report annually on your progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information. An annual report of progress and performance in respect of this policy will be given to parents and governors.

This policy will be reviewed in September 2027.