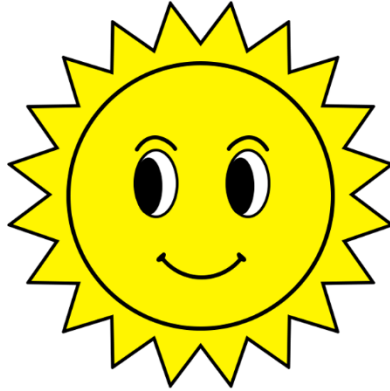




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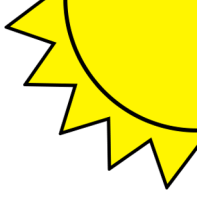
Equality Policy

Author(s)	Kim Owen Jones	Reviewer(s)	Governing Body
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Introduction

Sun Hill Infant and Preschool is a community school maintained by Hampshire County Council for girls and boys aged from 3 to 7 years. The school welcomes staff, workers, volunteers, pupils, parents, applicants and governors from all different ethnic groups, backgrounds and creeds. The school provides for pupils of different abilities who are wholly or mainly drawn from the area in which the school is situated. The term 'school community' includes staff, governors, pupils, parents, visitors and volunteers.

Sun Hill Infant and Preschool's equality aims

The school recognises the benefits of having a diverse school community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The school is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the school community. The school's mission statement reflects this. In the provision of equal opportunities, the school recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

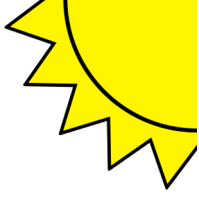
- disability
- race
- religion or belief (including lack of religion or belief)
- sexual orientation and (in the case of adult members of the school community)
- gender reassignment
- marital or civil partnership status
- age

These can be called the **Protected Characteristics**. The school also opposes all bullying and discrimination on the basis that a person has a special educational need, has challenging family circumstances (including financial) or because English is an additional language.

Sun Hill Infant and Preschool aims to ensure that all policies and practices conform to the principle of equal opportunities and comply with the public sector equality duty set out in section 149 of the Equality Act 2010. The school will tackle inappropriate attitudes and practices through staff leading by example, through our Relationships and Sex Education (RSE) and Personal Social Health Education (PSHE) curriculums, our Leader in Me assemblies, the school's policies and through our supportive school culture as described in the school mission statement.

Promotion

Sun Hill Infant and Preschool is committed to promoting equality and as well as producing this scheme it publishes annually up to date equality information together with specific objectives to assist promotion of the following aims:



- to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and those without
- foster good relations between people who share a protected characteristic and those who do not.

Related policies

Our equalities policy is consistent with all of the school's policies, including the admissions policy, policy on behaviour and rewards, the school behaviour code, anti-bullying policy, relationships and sex education policy, disability equality scheme, accessibility plan and the special educational needs and disability policy. All policies can be made available in large print or other accessible format if required.

Policy statement

Scope: This policy applies to all members of the current and prospective school community.

Policy aims: Through the operation of this policy we aim to:

- communicate the commitment of the school to the promotion of equal opportunities
- promote equal treatment within the school for all members of the school community
- create and maintain an open and supportive environment which is free from discrimination
- foster mutual tolerance and positive attitudes so that everyone can feel valued within the school
- remove or help to overcome barriers for pupils where they already exist
- ensure that there is no unlawful discrimination against any person on any ground listed at paragraph
- make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable
- take reasonable steps to avoid putting disabled people at a substantial disadvantage (the **Reasonable Adjustments** duty)

Forms of discrimination

Types: Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

Direct discrimination: Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out in paragraph above. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race would be direct discrimination.



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Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.

Indirect discrimination: Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

Discrimination arising from disability: Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be justified. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

Admission

Applicants: Sun Hill Infant and Preschool accepts applications from, and admits, pupils irrespective of their gender, race, disability, religion or belief or special educational needs and will not discriminate on these grounds in the terms on which a place is offered, subject to section , below. The school will treat every application in a fair, open-minded way.

Admissions policy: The school's admissions policy reflects the school's approach towards equal opportunities and is consistent with this policy.

Education and associated services

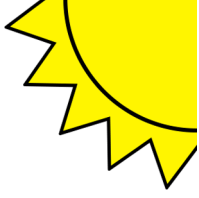
Equal access: Sun Hill Infant and Preschool will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their gender, race, disability, religion or belief, family financial circumstances or special educational needs, subject to considerations of safety and welfare.

Positive action: The school may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English. The 'pupil premium' received by the school in relation to the number of children eligible for free school meals (also referred to as disadvantaged or vulnerable pupils) will be used to provide out of school clubs and activities for those children unable to access them otherwise.

Exclusions: The school will not discriminate against any pupil by excluding him or her from the school, or by subjecting him or her to any other detriment, on the grounds of his or her gender, , race, disability, religion or belief, or special educational needs.

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Teaching and School materials: Efforts are made to recognise and be aware of the possibility of bias (for example gender or racial), so that this can be eliminated in both the school's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

Pupil interaction: All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their gender, race, disability, religion, belief, pregnancy or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of Sun Hill Infant and Preschool, and pupils will be encouraged to question assumptions and stereotypes.

Bullying: Sun Hill Infant and Preschool will not tolerate bullying or cyber bullying for any reason. Specific types of bullying include:

- bullying relating to race, religion, belief or culture
- bullying related to SEN, learning difficulties or disabilities
- bullying related to appearance or health conditions
- bullying relating to sexual orientation
- bullying related to home or family circumstances

The school's anti-bullying policy contains more details about the school's anti-bullying practices.

School uniform

All pupils are requested to wear a school uniform. The same school uniform policy applies equally to all pupils, irrespective of their gender, race, disability religion or belief or special educational needs, subject to considerations of safety and welfare. However, the school will consider all reasonable requests to alter the school uniform and make no requirement that school uniform should be purchased for the schools uniform supplier (i.e. with the school logo) or that uniform is gender specific. The school operates an ongoing uniform recycling store which can be accessed by parents and pupils at any time.

Symbols of faith: Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the school's existing school uniform policy principles (in regards to, for example, the school colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or the pupil's parents to the Headteacher, whose decision will be final, subject to the complaints procedure.

Disabled pupils: Reasonable adjustments may be required to the school uniform for disabled pupils who require them. The pupil or his or her parents should refer the matter to the Headteacher to ensure all reasonable adjustments are made to accommodate the pupil.



Religious belief

Religion: The school recognises the largely Christian community and tradition in which it operates but it also respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the school community as a whole and considerations of safety and welfare.

Disability and special educational needs

Our approach: We are an inclusive school that welcomes members of the school community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the school and we will not treat a member of the school community less favourably on these grounds. We will do all that is reasonable to ensure that the school's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.

Definitions: Children have 'special educational needs' if they have a learning difficulty which calls for special educational provision to be made for them. A disability is a physical or mental impairment which has a "*substantial and long term adverse effect*" on a person's ability to carry out normal day-to-day activity (Equality Act 2010). For further clarification please refer to the policies mentioned in paragraph above.

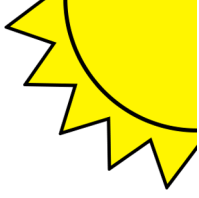
Reasonable adjustments: The school has an on-going duty to make 'Reasonable Adjustments' for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of school life, for example: the curriculum, classroom organisation and timetabling, access to school facilities, clubs and visits, school sports and school policies. Reasonable adjustments may typically include:

- allowing extra time for a child to complete a statutory test and providing a reader for a statutory end of key stage mathematics test
- providing reading books in larger print for a child with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities which are open to everyone.

The school is not legally required to make adjustments which include:

- physical alterations such as the provision of a stair-lift or new ground floor facilities, or a new library
- auxiliary aids and services such as a loop for children with hearing aids
- large LCD screen computers and disability trained classroom assistants

But will endeavour to provide the very best educational provision that it can in relation to resources available.



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Informing the school: Parents of pupils should notify the Headteacher if they are aware or suspect that the pupil (or prospective pupil) has a disability or if they (either parent), the pupil (or prospective pupil), or any close relations have at any time had, or has a learning difficulty. Parents should provide copies of any relevant written reports and any other relevant information upon request. Providing the school with such information will enable us to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis.

Access: The school will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the school will take steps to improve access for disabled users of the premises and will liaise on at least an annual basis with a Hampshire County Council Property Services Representative. The school has an Accessibility Plan, which is reviewed annually and is available on request from the Headteacher.

The School's SENDco is Helen Wilson and she is supported in her work by the Headteacher.

Pupils with Education and Health Care Plans

The school's policy on special educational needs includes details about the welfare and educational provision for pupils with additional needs in relation to Special Educational Need and Disability and the provision of Education and Health Care plans when appropriate.

Pupils with English as an additional language

English as an Additional Language (EAL): Pupils with English as an Additional Language will receive additional learning support if necessary. The school will consult with the pupil and the parents as appropriate and access Hampshire County Council outreach services where necessary. Linguistic diversity is positively recognised.

Language and culture: The school will ensure that:

- home-school links are made to involve parents directly in the work of the school;
- interpretation and translation services are made available as quickly as possible;
- links are established within the local community;
- staff work effectively with other local services;
- learning support for ethnic minority pupils (including pupils from the traveller community) is efficient and effective;
- provision is made for the spiritual, moral, social and cultural education, supported by appropriate resources and information; and
- pupils' names are accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from cultures other than their own.



Responsibilities

All members of the school community are expected to comply with this policy and therefore to treat others with dignity at all times without regard to their gender, marital / civil partnership status, race, disability, sexual orientation, gender reassignment, religion, belief or age.

Overall responsibility: The Governing Body has overall responsibility for the effective operation of the school's equality policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Governing Body has delegated to the Head day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

All staff: All members of staff have a responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the school with regard to equal opportunities in light of the public sector equality duty.

Leadership team: The leadership team is responsible for ensuring that appropriate arrangements to monitor the performance of potentially disadvantaged pupils are in place. Arrangements include:

- identifying and investigating any patterns of poor attendance;
- monitoring differences in attitudes to school, work and other pupils;
- addressing harassment and bullying;
- evaluating performance among different groups;
- analysing the impact of any additional support.

Monitoring and review

The Headteacher is responsible for reviewing whether the aims of this policy are carried out throughout all areas of the school and taking appropriate action where necessary. This policy is reviewed annually by the Chair of the Curriculum, Standards and Attainment Committee. Recommendations for any amendments are reported to the Full Governing Body for approval.

Reporting and recording incidents of discrimination

Questions about this policy: If you have any questions about the content or application of this policy, you should contact the Head Teacher.

Complaints: If you believe that you have received less favourable treatment on any of the unlawful grounds listed in paragraph above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the school's formal Complaints Procedure. For a copy of the Schools complaints procedure, please contact the school Admin Officer. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.

Reports: If you would like to report a breach of this policy that does not constitute a complaint under paragraph above, please contact the Head Teacher.

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Enforcement: We will treat seriously and urgently investigate every complaint and report our findings to the appropriate people. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this policy.

Record: All reported breaches of this policy will be recorded and this record will be reviewed annually by the Head Teacher.

Hampshire County Council; All reported and recorded incidents are submitted to the local authority annually.

Publication

This policy will be available on the school's website and on request from the Headteacher.