



At Chellaston Infant School, we believe that everyone should reach their full potential in a safe, fun and happy environment which promotes independence, self-worth and excellence. Everyone is a learner whose values are respected.

**Chellaston Infant School**  
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## EQUALITY POLICY AND OBJECTIVES 2019-2023

Date	Change made where?	Change description	Approved by Governors	Next review
Autumn 2020	Objectives	2019/20 Reviewed and RAG rated, additional comments made as necessary	Autumn 2020	Autumn 2021
Autumn 2021 18/11/2021	Objectives  New policy	2020/21 Reviewed and RAG rated, additional comments made as necessary  New body of policy using The Key model policy to ensure up to date legal requirements.  Inclusion of new recruitment objective.	20/12/2021	Autumn 2022 by HT
Autumn 2022				Autumn 2023 by HT
Autumn 2023				Autumn 2024 by HT
Autumn 2024	New objectives needed			

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## 1. Aims

Our 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

This document should be read alongside our [RSE Policy](#), Curriculum and SEN&D sections of our website.

Protected characteristics:

- Age
- Disability (D)
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion
- Gender
- Sexual orientation

## 2. 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: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The governing board 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, 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 headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. 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 reminded of their responsibilities under the Equality Act, for example during meetings.

## 5. 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, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling disabled pupils to access their learning environment as successfully as all other pupils)
- 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 activities)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

## 6. Fostering good relations

The 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, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues. Invite external speakers to contribute where relevant.
- Working with our local community. This includes 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 where different groups of pupils within the school are represented. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

The 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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

- Has equivalent facilities for boys and girls

The school keeps a written record at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.



Priority issue and objective	Category	To achieve this objective, we plan to:	Who has the responsibility?	2019/20 Progress we are making towards this			2020/21 Progress we are making towards this			2021/22 Progress we are making towards this			2022/23 Progress we are making towards this			2023/24 Progress we are making towards this		
				R	A	G	R	A	G	R	A	G	R	A	G	R	A	G
3	All	a) Provide a range of resources such as library books, posters etc. that promote positive images of disability, gender and race.	Whole staff															
		b) Arrange a school visit from a Paralympic athlete through PE / Sports links	Healthy Living Team															
	Religion	c) To ensure that the new RE scheme of work reflects our own school context and that every child feels represented in their RE studies.	Our Worlds Team															
Priority issue and objective	Category	To achieve this objective, we plan to:	Who has the responsibility?	2019/20 Progress we are making towards this			2020/21 Progress we are making towards this			2021/22 Progress we are making towards this			2022/23 Progress we are making towards this			2023/24 Progress we are making towards this		
				R	A	G	R	A	G	R	A	G	R	A	G	R	A	G
4	D	a) Request advice and review from adviser and parents of children with visual impairment	SENDCO															
		b) Request feedback from staff who attend impairment training to ensure that all resources needed are in place or are planned	SENDCO															
		c) Work in close partnership with Adviser for Impairment	SENDCO / Class teachers	n / a			n / a											

Priority issue and objective	Category	To achieve this objective, we plan to:	Who has the responsibility?	2019/20 Progress we are making towards this			2020/21 Progress we are making towards this			2021/22 Progress we are making towards this			2022/23 Progress we are making towards this			2023/24 Progress we are making towards this		
				R	A	G	R	A	G	R	A	G	R	A	G	R	A	G
5	D	a) Adapt classroom space and corridor space to facilitate small group work.	Whole staff															
		b) Discuss school and pupils needs when involved in building planning with architects.  Invite architects into school during the school day to experience 'a day in the life of'	Headteacher															
		Ensure any new buildings that are planned provide withdrawal spaces for groups of children.																
Priority issue and objective	Category	To achieve this objective, we plan to:	Who has the responsibility?	2019/20 Progress we are making towards this			2020/21 Progress we are making towards this			2021/22 Progress we are making towards this			2022/23 Progress we are making towards this			2023/24 Progress we are making towards this		
				R	A	G	R	A	G	R	A	G	R	A	G	R	A	G
6	D	a) Provide wheelchair friendly access to Classes 1,2,3,4,11&12  See Accessibility Plan	LGB / EMET Trustees															

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				R	A	G	R	A	G	R	A	G	R	A	G	R	A	G
7	Provide improved facilities for dispensing and storing medicines	Pupils with Medical Needs	a) Ensure all children with medicine stored in school are known to staff. Medicines clearly labelled and stored in unlocked cupboard or pupils' emergency bag.	SENDCO / Office staff			G		A									
			b) Training for staff on use of specialist medication such as autoinjectors and insulin injectors is up to date	SENDCO			G											
Priority issue and objective	Category	To achieve this objective, we plan to:	Who has the responsibility?	2019/20 Progress we are making towards this			2020/21 Progress we are making towards this			2021/22 Progress we are making towards this			2022/23 Progress we are making towards this			2023/24 Progress we are making towards this		
				R	A	G	R	A	G	R	A	G	R	A	G	R	A	G
8	Increase the representation of teachers from local black and minority ethnic communities over a 4-year period.	Race	a) Positive action recruitment	LGB														
			<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85014/positive-action-recruitment.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85014/positive-action-recruitment.pdf</a>															



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				R	A	G	R	A	G	R	A	G	R	A	G	R	A	G	
9 Develop further ways of working together with parents	D	a) Ensuring that all colleagues are aware of the home experience can be impacting on a child's ability to access education	Learning Mentor Team / SLT / PP Champion and All staff		■			■											
		b) To invite parents to attend any relevant training	SLT			■		■											
		c) To provide opportunities for parents to make suggestions about whole school improvements that would benefit their child – biannual survey with results reported to parents and governors	SLT / FGB		■				■										
		d) Ensure that information sent home is accessible to families – Class Dojo allows parents to translate posts.	HT / Office			■			■										

2019/2020 Additional Comments	2020/2021 Additional Comments	2021/2022 Additional Comments	2022/2023 Additional Comments	2023/2024 Additional Comments
<p>1a) A boy heavy cohort impacting on a boy heavy PP group, SEND group and summer born group.</p> <p>Girls out-perform boys in writing significantly and are broadly in line in Maths.</p> <p>Boys out-performed girls in reading in Y2 and Phonics in Y1.</p>				
<p>1c) As the majority of our pupils did not return to school at the end of 2020 attainment data from Christmas 2019 is the most up to date for these cohorts and following 5 months out of school means highly likely to be out of date.</p> <p>NEXT STEPS – irrespective of the removal of statutory assessment data, collect end of year data for all pupils for internal tracking from 2020-21 onwards.</p>	<p>Internal data for 2020/21 is now available for current Reception, Y1 and Y2 cohorts.</p> <p>NEXT STEPS – data analysis around attainment of protected groups.</p>			
<p>2a) Specialist TA in school supported group of SEN&amp;D pupils through Physical Literacy in order to enable effective access to PE lessons and support in other areas of the curriculum.</p>	<p>2a) Monitored provision in PE lessons which is inclusive.</p> <p>SEN&amp;D pupils do access after school clubs – around 10% within each club are SEN&amp;D.</p> <p>NEXT STEPS – facilitate staff training around supporting SEN&amp;D pupils during PE lessons.</p>			
<p>2b) As the majority of our pupils did not return to school at the</p>	<p>Internal data for 2020/21 is now available for current Reception,</p>			

<p>end of 2020 attainment data from Christmas 2019 is the most up to date for these cohorts and following 5 months out of school means highly likely to be out of date.</p> <p>NEXT STEPS – irrespective of the removal of statutory assessment data, collect end of year data for all pupils for internal tracking from 2020-21 onwards.</p>	<p>Y1 and Y2 cohorts.</p> <p>NEXT STEPS – data analysis around attainment of protected groups.</p>			
	<p>2c) No national comparison is available after 2019 however.</p> <p>NEXT STEPS – EMET funding use of FFT for all primary schools in order to provide comparison data in the absence of national data.</p>			
<p>3a) Reviewed resources and highlighted the need to look at the diversity within images presented to children, specifically through storybooks. Set an aim that every child should feel represented.</p> <p>NEXT STEPS – begin to purchase new books for school library, PSHE resources and class book corners.</p>	<p>Launched diversity book fund raising project with parents and received books through a shared Amazon Wishlist. Books with diverse characters, representing SEND pupils and modern family contexts are now available as a central resource.</p> <p>NEXT STEPS – purchase more up to date library books with improved images.</p>			
<p>3b) COVID19 pandemic impacting on visitors into school.</p>	<p>COVID19 pandemic impacting on visitors into school.</p> <p>NEXT STEPS – Continue to seek opportunities for disabled sports people to visit school; 2022 Winter Olympics?</p>			
<p>5b) no new build</p>	<p>5b) funding agreed for new</p>			

	<p>building, disability access throughout.</p> <p>NEXT STEPS – applications for funding for the replacement of C11/12</p>			
6a) C1/2/3/4/11/12 not truly accessible due to steepness of the ramp and threshold.	<p>6a) C1/2/3/4/11/12 not truly accessible due to steepness of the ramp and threshold.</p> <p>NEXT STEPS – applications for funding for the replacement of C11/12</p>	<p>6a) C11/12 not truly accessible due to steepness of the ramp and threshold.</p> <p>NEXT STEPS – applications for funding for the replacement of C11/12</p>		
	<p>7a) increased number of pupils with epilepsy and food allergies meaning that we need to look closely at medicine storage and the most appropriate place for medicines to be kept which may not be in the school office.</p> <p>NEXT STEPS – introduce emergency medication bags to be kept in classrooms for pupils with life threatening conditions.</p>			

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by The Local Governing Board at least every 4 years.

This document will be approved by The Local Governing Board.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND and Inclusion Policy