# Equal Opportunities Policy

# Hillborough Infant and Nursery School

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| **Owned and Written by:**<br>J Walter, Headteacher<br>V Maples, SENDCo | **Date:**<br>October 2025 |
| **Approved by:**<br>Full Governing Body | **Date:**<br>December 2025 |
| **Next Review:** | **Date:**<br>October 2026 |
| **This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.** | |

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## Introduction

At Hillborough Infant and Nursery School we strive to create a school community in which everyone can develop to their full potential. It is our responsibility to be aware of, and contribute to, the multi–cultural, multi-faith, gender diverse, varying abilities and disabilities, in the pluralistic society in which we live. We are very conscious of the dynamic diversity of Luton and we celebrate its unique characteristics as a large town in the East of England.

We believe that the provision of equal opportunities is essential to our work. We are committed to providing equality of opportunity for all pupils and staff.

Hillborough Infant and Nursery school will not tolerate any form of discrimination (direct or indirect) in any aspect of school life and will work towards achieving this by supporting the equality of:

- Age
- Disability
- Gender
- Race
- Religion or Belief
- Sexual Orientation
- Class
- Educational Achievement

On 1 October 2010, new equality legislation came into force. The Equality Act 2010 has replaced all existing equality legislation, including the Race Relations Act, Disability Discrimination Act, and Sex Discrimination Act.

This means that three equality duties schools are familiar with (Race Equality, Disability Equality and
Gender Equality) have been replaced by a Public Sector Equality Duty (PSED) which came into force on 6 April 2011. Under the PSED, schools must show **due regard** to the general duty and its three "components" as well as complying with a set of specifications.

The three components to the PSED are:

a. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act

b. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

c. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This means that schools are still required to take proactive steps to tackle discrimination, promote equality of opportunity and foster good relations.

Explicit incidents which contribute to inequality include racism, sexism, classicism or any kind of discrimination. Physical violence, verbal abuse, insults, name calling, jokes / ridicule, threats, bullying and graffiti are some of the manifestations of this. Any such undermining of a person's sense of worth or self- esteem is unacceptable. The school has a legal duty to implement and monitor an equal opportunities policy, and this is our latest update.

## School Organisation and resources

The organisation of the school and its resources are constructed to deliver equality of opportunity to all through our everyday practice. As such, our school policies enhance equal opportunities for pupils and staff. Our Admission policies to nursery unit and infant school also reflect this. Special care is taken to ensure that each class is of mixed ability and so constructed that it reflects as far as possible the diversity in school, and to ensure every child is placed in a balanced learning environment.

The criteria for achieving equal parallel classes is as follows: -

**Age** Nursery Class - 3+

Reception Classes - 4+

Year 1 classes - 5+

Year 2 classes - 6+

**Sex** Boys / girls are shared equally across year group.

**Ability** Able children are shared between the three classes of the year group, pupils with special educational needs are shared between the three classes of the year group, and sensitively placed.

**Social** Group dynamics are considered, English as an additional language is perceived as an advantage.

**Religion** As far as is possible each class reflects religious diversity.

**Ethnicity** A balance and mix is an aim.

A balance of home languages is the goal. Where families have English as an additional language

**EAL**

(EAL) we promote that they use their strongest language.at home so that pupils have a rich

language base from which they can then learn English through interaction at school.

Resources to support disabilities and those with EAL are available, according to need. Books, resources, artefacts and displays around school reflect our positive diversity. Learning materials and school publications are free of gender and race bias.

## Monitoring and Review

At Hillborough Infant and Nursery school we provide a fully inclusive, rich and creative curriculum which is driven by our aim to promote our children's well-being, enhance their sense of community, increase their participation and appreciation of the arts and excite our pupils about the possibilities for their future. We believe in achievement, ambition and progress for all children. We aim to meet the needs of individual children through highly effective teaching and learning and there is an emphasis on reducing barriers to learning for all children.

To achieve this, 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. Specialist resources are sometimes purchased should individual pupils require them. 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
- Exclusions and truancy
- Racism, disability, sexism, homophobia and all forms of bullying
- Behaviour

- Participation in Extended Learning Opportunities.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

## Roles and Responsibilities

### The Role of Governors

- The Governing Body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics

- The Governing Body seeks to ensure that people are not discriminated against when applying for posts at our school on grounds of the protected characteristics

- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils

- The Governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability

- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender or religion and belief.

### The Role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Policy and she/he is supported by the Governing Body in doing so

- It is the Headteacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations

- The Headteacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities

- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school
  life

- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

**The Role of all Staff: Teaching and Non-Teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives

- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images

- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Deputy Head Teacher or Head Teacher

- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## Equality Assessment

We as a School community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this Addendum is in line with the Equality Act 2010.

## Policy Implementation, Monitoring and Review

This policy will be monitored by, Mrs V Maples, SENDCO. The policy will be reviewed in October 2026.

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**Religion** As far as is possible each class reflects religious diversity.

**Ethnicity** A balance and mix is an aim.

**EAL** A balance of home languages is the goal. Where families have English as an additional language (EAL) we promote that they use their strongest language.at home so that pupils have a rich language base from which they can then learn English through interaction at school.

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