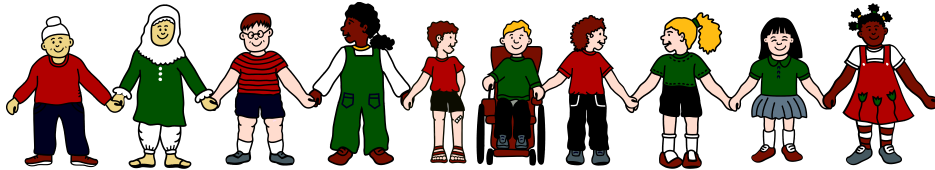


THE GILES NURSERY AND INFANTS' SCHOOL



Equality Policy

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1: Vision and Values

Our equality vision and the values that underpin school life

Our school is committed to equality for pupils, parents and carers, staff and all stakeholders:

- We strive to ensure that everyone in the school community is treated fairly, respectfully and has dignity in the school environment.
- We work hard to ensure that our school is a safe, secure and stimulating place for the entire school community. We eliminate inequality in our school through inclusive teaching and a creative curriculum that allows staff to encourage pupils to develop positive relationships with their peers. Staff support children in dealing with friendship problems that occur from time to time in a positive and reflective manner.
- We recognise that people have different needs and understand that treating people equally does not always involve treating them all the same. We understand that some pupils need extra support to help them achieve their full potential.
- We make sure that people from different groups are consulted and involved in making important decisions, for example by talking to the School Council, PTA, parents and carers and governors.
- We aim to make sure that no one experiences discrimination because of his or her disability, ethnicity, colour, gender or religion. We foster good relationships with pupils, parents and carers and members of the local community. Staff develop good working relationships with parents and carers to support them in taking an active role in continuing their child's learning at home. We recognise that some parents may require more support than others and so work with them to provide support that meets the needs of the family. This may be for example; through providing the opportunity to access the internet in school, through reading together any letters or information sent home with the parent, accessing or sign posting external sources of support on behalf of parents.
We visit local places of worship from a variety of faiths and invite members of faith communities into school to share with the children at an age-appropriate level. We are developing the use of 'Jigsaw,' a PSHCE, whole school approach that supports the children with relationships, health, and well-being. We are working closely with Giles Junior School to foster links between the schools which in turn supports the children in their transition to key stage 2.

2. The Aims of the School:

- To create a rich and stimulating environment which will enable learning to be an experience that is both enjoyable as well as instructive.
- To provide all children with the opportunity to grow cognitively, creatively, emotionally, socially and physically to their full potential.
- To enable all children to acquire skills and knowledge relevant to life in a fast changing world.
- To increase progress of pupils through implementation of monitoring and intervention strategies. To continue to address gender gaps in literacy and numeracy by monitoring progress and targeted interventions. To refine targeting of underachieving and disadvantaged and vulnerable groups so that they are able to make accelerated progress.
- To provide an atmosphere of care, co-operation and mutual respect where each child and each adult feels well-valued.
- To provide equal curricular opportunities for both girls and boys.
- To encourage a spirit of real co-operation between home and school.
- To educate children towards an understanding and tolerance of other races, religion and ways of life and to instil respect for religious and moral values.
- To help pupils to appreciate human achievements and aspirations.

In fulfilling the legal obligations in Section 3, we are guided by the following principles:

Principle 1: All learners are of equal value

Principle 2: We recognise and respect difference

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

Principle 6: We consult and involve widely

Principle 7: Society as a whole should benefit

Principle 8: We base our practices on sound evidence

2: School Context

The characteristics of our school

A brief description of our school and its community setting

The Giles Nursery and Infants' School is a Local Authority maintained mixed gender, 3 form entry, community school with 312 pupils including 52 pupils in our Nursery.

The school, which is situated in the northern area of Stevenage, was opened in September 1971. It was expanded in 2014 and became a full 3 form entry school in September 2016. The local area includes both council and private dwellings.

The Giles Nursery and Infants' School is similar in size to many others containing primary-aged pupils. The large majority of pupils are from White British families. Those from minority ethnic backgrounds represent a wide range of groups. The percentage of pupils with an Education Health Care Plan (EHCP) is well above average. The school has National Healthy School's status and the Woodland Trust, Gold Green Tree Award

Data from the October Census 2025

Characteristic	Total	Breakdown (number and %)
Number of pupils	316 (268 excl. Nursery)	164 Male (141 excl. Nursery) 148 Female (119 excl. Nursery)
Number of staff	67	94% Female 6% Male
Religious character		Non – denominational. Broad mix of backgrounds
Mobility of school population	-	Low mobility
Pupils eligible for FME	43	(16.2%) excludes nursery
Disabled pupils (SEN/LDD)	94	Code K – 70 children Code K and E – 91 children
Disabled pupils (no SEN)	1	
Pupils who speak English as an additional language	69	21.8%
Average attendance rate	94.5%	(Only Y1, Y2, not reception because their attendance is non-mandatory)

Significant partnerships, extended provision, etc.		Giles Junior School; Link local schools: Letchmore Infants' and Peartree Nursery; Stevenage Primary Heads; Stevenage Educational Trust; Stevenage Sports Partnership; SEND cluster; Foundation Stage Cluster; Stevenage Heads; University of Hertfordshire; North Herts College; Greenside Outreach, Delivering Specialist Provision Locally 2 (DSPL2); Integrated Services for Learning (ISL); NHS SALT, OT and Neurological and Physical services, Larwood Outreach.
Awards, accreditations, specialist status		HQS – Early Years Excellence; Healthy Schools, Eco-School Silver Award; Woodland Trust Green Tree Schools – Platinum Award

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation

Disability

At The Giles Nursery and Infants' School we implement accessibility plans, which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Community Cohesion

How we promote good relations and promote community cohesion:

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced and creative curriculum. Our school fosters close relationships with members and representatives of the local faith communities reflecting the diversity within our school. We invite local members of the community to share their experiences of life and work with the children as part of topics. The children and staff feel happy to celebrate their own cultural events with their friends and teachers and also learn about others.

The school has close links with the junior school on site. Staff have had opportunities to share good practice. Opportunities to ensure smooth transition between year 2 and 3 are carefully planned.

The school has developed closer links with local schools particularly Peartree Spring Primary School, Larwood School, Woolgrove School and Greenside School. Teaching and support staff have been able to visit these partner schools to share good practice and develop their own skills in class teaching and subject leadership roles. The SENCo has benefitted from termly Cluster meetings with other SENCo's and professionals working within SEN. The SENCo also attends termly SEND briefings led by County and DSPL2 meetings led by the local area. These enable her to be up to date on national and local issues.

Much work has been done to develop high aspirations in the school and this also contributes to pupils' spiritual, moral, social and cultural development. Through the modelling of mutual respect and promotion of strong moral values within the school community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of school life. Pupils are supported in the development of their sense of identity and belonging.

4: Roles and Responsibilities and Publish Information

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

- Mrs Rouane Mendel retains overall responsibility for ensuring that the action plan is delivered effectively.
- Every 4 months, managers and key staff will report to the Headteacher on actions and progress.
- Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality policy	SENCo (Mrs Charlotte Ballard)
Disability equality (including bullying incidents)	Headteacher and SENCo
SEN/LDD (including bullying incidents)	Headteacher and SENCo
Accessibility	Headteacher and SENCo
Gender equality (including bullying incidents)	Headteacher (Mrs Rouane Mendel)
Race equality (including racist incidents)	Headteacher (Mrs Rouane Mendel)
Equality and diversity in curriculum content	Headteacher (Mrs Rouane Mendel)
Equality and diversity in pupil achievement	Headteacher (Mrs Rouane Mendel)
Equality and diversity – behaviour and exclusions	Headteacher (Mrs Rouane Mendel)
Participation in all aspects of school life	Headteacher (Mrs Rouane Mendel)
Impact assessment	Headteacher/Assessment Lead
Engagement /Stakeholder consultation	Headteacher (Mrs Rouane Mendel)
Policy review	Headteacher and SENCo
Communication and publishing	Headteacher (Mrs Rouane Mendel)

Commitment to review:

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

At The Giles Nursery and Infants' School we will publish information annually.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
 - Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
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- Highlight good practice and promote it throughout the school and wider community
 - Provide appropriate role models for all staff and pupils
 - Congratulate examples of good practice from the school and among individual staff and pupils
 - Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
 - Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Headteacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold subject leaders accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Highlight good practice from individual staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively.
- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

All staff, teaching and non-teaching, will:

- Contribute to consultations and reviews
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- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

All pupils will:

- Contribute to lessons to the best of their ability
- Behave with respect to peers and staff

All parents/carers will:

- Encourage a spirit of co-operation between home and school
- Encourage their children to treat their peers and adults with respect

The school operates equality of opportunity in its day to day practice including in teaching and learning, admissions and exclusions and in relation to the recruitment and employment of staff.

5: Engagement

Involving our learners, parents/carers and others

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities in our annual consultation and self-evaluation activities. We consult and engage both with people affected by our decisions - parents, students, staff – and with people who have special knowledge which can inform the school's approach.

Evidence of this engagement will be included in the published material showing how the duty has been addressed.

6: Using information – Equality Impact Assessment, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

7: Our School's Equality Objectives

Key priorities for action.

Our equality objective-setting process has involved gathering evidence as follows:

- School Improvement Plan
- Inspection Data Summary report
- Consultation with school staff

Equality Objectives	Protected Characteristic
1. Ensuring reasonable adjustments are made to the teaching and learning of disabled pupils and those with special educational needs.	Disability
2. Track progress and language development to ensure achievement across the curriculum for minority ethnic and bilingual pupils.	Ethnicity and race
3. Ensure we continue to build and strengthen links to the different faiths in our local community.	Religion and belief
4. Policy review – equality scheme aspects included in policies	All
5. Communication and publishing – Equalities scheme to be added as link to website and have copies available from school office. Reference to be made to it in school brochure.	Disability, Ethnicity and Race, Gender, Religion and Belief

8: Setting Equality Objectives Action Plan

Making progress on equality issues

Action Plan 2025 – 26

Target	Input, activities and tasks	Timescale	resources	Monitoring	Success Criteria
Focus on developing the literacy skills of vulnerable children by: <ul style="list-style-type: none"> • Improving reading fluency for pupils with SEND and disadvantaged pupils. 	<ul style="list-style-type: none"> • Support staff undertaken Forward with Phonics intervention training delivered by the cognition and learning advisory service. 	Termly and on going	N/A	Head Teacher & SENCo	Our vulnerable children and those with SEND make progress in line or better than their peers. Staff are supported by SENCo and outreach

<ul style="list-style-type: none"> Improving outcomes for pupils re-taking the phonics screening check at the end of Year 2. Supporting pupils at risk of not meeting the expected standard in the Year 1 phonics screening check. 					services where necessary.
<p>Put in place support to improve attendance and behaviour, links with families where these are barriers to a pupil's learning.</p>	<p>Attendance: to be addressed regularly in weekly newsletters, meetings with individual parents, attendance certificates given out every term for good attendance, governor involvement. A co-ordinated approach with attendance lead and FSW to work with struggling families and the attendance officer where attendance falls into cause for concern category.</p> <p>Behaviour: SENCo and School Family Support Worker to go into classes to support behaviour and offer advice where appropriate. When necessary SENCo to refer to Tier 2/3 outreach services to get extra support and advice. School and class rules displayed in each class, assemblies held termly on playground rules, MSAs to be given training on behaviour, SEAL and playground PE games by Sporting Futures. Therapeutic Thinking, Dynamis and Positive Regard training given to all</p>	Ongoing		HT/DH SENCo	Families of vulnerable children supported in order to remove barriers to learning and helping all children to succeed.

	staff. RRP and RAMP used to support pupils. Supporting families through the Families First Assessment process.				
Ensure pupils with the highest level of need receive the most effective support to enable them to make progress.	All class teachers' track pupils' progress and language development through pupil progress meetings. Target interventions as needed, supported by external professionals where applicable. Class teachers know their PPG and PPG are integrated in appropriate groups and set challenging targets so they can progress from their own individual starting points.	Ongoing		HT and all staff	All staff aware of their Pupils' backgrounds and know their PPG; and PPG profiles. Raise on line and pupil progress show good progress in all areas of the curriculum.
Ensure we continue to build and strengthen links to different faiths in our local community. Ensure children who have no religion feel included	School to celebrate Christmas at local church (Oval). Staff to organise multi-faith assemblies. Further develop links with contacts made this academic year for Jewish, Hindu and Muslim faiths.	Ongoing		RE co-ordinator /HT/ INCo	Increased visits into school by members of the faith community and visits out to places of local worship.
Policy review- equality scheme aspects included in policies	In future policy reviews where relevant, check for equality scheme aspects before ratification.	Ongoing	N/A	Equalities Coordinator & HT	All policies updated to reflect equality.
Communication and publishing – Equalities scheme to be placed on school website and have copies available from the school office. Reference to be made to it in the school brochure.	Communication and publishing – Equalities scheme included as link on website and have copies available from the school office. Reference to be made to it in the school brochure.	Policy updated annually		Equalities Coordinator or Head Teacher, School Administrator	Equalities Scheme is accessible on line and in updated school brochures.
Thoroughly involve governors in the decision-making and evaluation process.	Disadvantage pupil leader provides link with Disadvantaged Pupil Governor with reports. HT meets with named Governor for disadvantaged pupils	Ongoing	N/A	HT	Governors take responsibility for measures taken to improve provision for PPG.

	regularly to evaluate the impact of measures taken to improve provision for PPG.				
To update accessibility policy and action plan to meet government requirements. Policy and plan are on the school website.	SENCo to update accessibility policy and action plan. Meet with HT to discuss plan.	Updated annually	SEN Co time	HT/ SENCo	Governors approve plan. Plan and policy published on school website