



Witley C of E Infant School

Learn, love and flourish together

Equality Statement and Objectives

Status of document		
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Equality Statement

Our Equality Statement sets out Witley C of E Infant School’s approach to promoting equality, as defined within the Equality Act (2010) and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. At Witley we believe that all pupils and members of staff should have the opportunity to fulfil their potential and flourish whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn, and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors, and parents/carers.

National and Legal Context

We recognise that we have duties and must comply with the public sector equality duty in the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity, and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community

cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. We see all pupils, potential pupils, their parents and carers, and staff as of equal value. We recognise and respect difference. Treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:
 - Disability – we note that reasonable adjustments may need to be made
 - Gender (including transgender) – we recognise that girls and boys, men and women have different needs
 - Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
 - Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
 - Age – we value the diversity in age of staff, parents, and carers
 - Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
 - Marital status – we recognise that our staff, parents, and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
 - Pregnancy and maternity – we believe that our staff, parents, and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth
2. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures, and activities should promote:
 - positive attitudes and interaction between groups and communities different from each other
 - an absence of harassment, victimisation, and discrimination in relation to any protected characteristics
3. We observe good equalities practice in relation to staff. We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).
4. We aim to reduce and remove inequalities and barriers that already exist. We intend that our policies, procedures, and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.
5. We consult and involve to ensure views are heard. In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation; and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

6. We aim to foster greater community cohesion. We intend that our policies, activities, and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.
7. We base our practices on sound evidence. We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.
8. We set ourselves specific and measurable equality objectives. We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

Application of the principles within this statement:

The principles outlined in the statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment, and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families, and staff
- Our policies and practice in relation to pupil behaviour, discipline, and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment, or victimization.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur, challenging discrimination
- plan and deliver curricula and lessons promoting equality
- support pupils in their class who have additional needs

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation, and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

In line with the PSED (Public Sector Equality Duty) of the Equality Act 2010 we publish the following information:

The school serves the village of Witley and surrounding villages in Surrey and is a small infant school with 89 pupils on roll (as of March 2025). Our Pupil Admission Number (PAN) is 30.

Characteristic	Breakdown
SEND	6 children have SEN support (6.7%) National primary June 2024 is 14.1% - below national 4 children have EHCP (4.5%) National primary June 2024 is 3% – slightly above national
Number of pupils	89 total 46 boys/ 43 girls
Ethnic minority	4.5% (national 34% primary)
English as an additional language	5.6% EAL National primary June 2024 is 22.8% – well below national average
Pupil Premium/Free School Meals	1.1% National 25.9% primary and secondary) – well below average
All Staff	15 - 15 female 0 male
Governors	11 - 8 female 3 male
Attendance	95.6% (2024/25)

Other information

The school has published various policies on our website. These policies evidence the school’s commitment to the principles outlined in this policy and the public sector equality duty.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

Equality Objectives

Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimization under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We also recognise that to achieve our objectives we need to set ourselves specific, measurable, and realistic objectives within the context of our school.

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

We recognize as a small infant school we can promote equality successfully and sustainably at a young age, striving to help all children fulfill their potential and flourish at Witley. We are a rural school with a high number of white British families. The school aims to positively promote the rich diversity of our world. We can promote respect and tolerance effectively through our school culture by being exposed to and understanding our differences. We can promote diversity by providing opportunity to children in minority groups.

We have linked our equality objectives to our current SIP focusing on our curriculum and the support of our SEND children to ensure they have the opportunity to flourish.

Objective 1: Continue to raise greater awareness of ethnic diversity

- Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.
- Lesson resources, collective worship, assemblies etc. provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.
- Governors continue to monitor an awareness of ethnic diversity.

How we will achieve this objective:

Promote our Christian vision and values throughout the school.

Review and further develop our curriculum to audit themes, texts, trips, and visitors that reflect diverse cultures, respecting and nurturing tolerance of differences.

Target is to promote equality by increasing texts that include diversity, visitors promote different cultures and beliefs

Our library, reading spine and focus texts for English reflect a cross section of different cultures, promoting equality and the faiths and beliefs of individuals.

How will we know we have achieved this objective?

School texts, trips, visitors reflect diversity, children talk about different cultures and differences in a positive way. Equality is evidenced through our school culture and our value of respect for all. Ethnic minority children have a voice through school forums like school council.

Objective 2: Improve the progress of children with SEND (special education needs and disability)

- To ensure our SEND policy and procedures are followed by all, promoting positive understanding of differences and how we effectively support individuals.
- To evidence the improvement of progress of children with SEND through support, differentiated planning, differentiated resources and high quality teaching.
- Governors continue to monitor the progress of pupils with SEND.

How we will achieve this objective:

Whole school focus on high quality teaching for all, focus on supporting our lower attainers to achieve through well planned and resourced lessons.

Individual Learning Plans track progress effectively and are measurable in terms of success.

How will we know we have achieved this objective?

SEND children continue to have the same access as their peers to the curriculum.

Increase in the number of SEND pupils achieving termly targets.

Rigorous internal data across the school shows improved progress for SEND pupils.

Objective 3: Involve the wider community to contribute in supporting the school in its promotion of equality for all

- Involve stakeholders in questionnaires and surveys to help our school to reduce discrimination and promote equality.
- Collect up to date information on the ethnic diversity of our community and pupil backgrounds i.e. staff ethnic minorities.
- Increase visitors to promote equality, ethnic diversity and the celebration of our differences.
- Governors continue to actively involve the wider community.

How we will achieve this objective:

Surveys to stakeholders to gauge how our school promotes equality.

Extend pupil voice within school through surveys, interviews and School Council.

Up to date information on ethnic minorities and the opportunities available to them using more robust data analysis.

Evidence of an increased culture of equality for all.

Engage with parents of our ethnic minorities.

Representation of our ethnic minorities on our Governing Body.

How will we know we have achieved this objective?

Ethnic minority children make good progress and opportunities are available to them.

Equality information shows an improvement in promoting equality across the school, evidenced on our website.

End of policy