Suffield Park Infant and Nursery School Equality Policy & Objectives

Last Reviewed: July 2025

Next Review Date: July 2028

Lead Person: Headteacher

This policy should be read alongside the school's accessibility plan and SEND policy.

1. Our Vision and Values

At **Suffield Park Infant and Nursery School** we believe that the first years of education are the most formative. Our mission is to create a nurturing environment where every child feels safe, valued, and celebrated. We recognize that equality is not about treating everyone the same, but about ensuring everyone has the same **opportunity** to succeed.

2. Legal Framework

This policy is underpinned by the **Equality Act 2010**. We welcome our duty to eliminate discrimination and promote equality of opportunity for all staff, pupils, and parents, specifically regarding the following "protected characteristics":

- Age and Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race, Religion, or Belief
- Sex and Sexual Orientation

3. Guiding Principles

To ensure our infant school remains an inclusive "home away from home," we adhere to these core principles:

- Individual Identity: we celebrate the diverse backgrounds, languages, and family structures of our pupils.
- High Expectations: We believe every child, regardless of their starting point or disability, can achieve excellence.
- Safe Environments: We have a zero-tolerance policy toward bullying, prejudice, or discriminatory language.
- Accessibility: We strive to remove physical and curriculum-based barriers to learning.

4. Equality in Practice

Area	Commitment
The Curriculum	We ensure books, toys, and resources reflect a diverse range of ethnicities, disabilities, and family types (e.g., same-sex parents, foster care).
Teaching	Staff use inclusive language and challenge stereotypes (e.g., "firefighters" instead of "firemen").
Admissions	Our criteria are fair, transparent, and do not discriminate against any protected group.

5. Our Current Equality Objectives

For the period of 2025–2028, our school focuses on the following targets:

1. Environment and Access: Improve the delivery of information to pupils with a disability including:
    - Internal signage

- Large print resources available on request
- Pictorial or symbolic representations
- Signing (BSL)
- Using Language Line for EAL families
- Language choices adapted to meet the communication needs of parents.
- Sign-along
- Use of visuals

2. Physical Inclusion: Improve and maintain access to the physical environment

- The environment is adapted to the needs of pupils as required. This includes:
- Slopes
- Elevators
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Seating plans
- Specialist toilet seats
- Classroom sensory audits
- Individual sensory audits

3. Increase access to the curriculum for pupils with a disability:

Current practice:

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils
- The school has embedded PATHS (Promoting alternative thinking strategies) as part of the curriculum.
- The school has considered provision for children with a disability due to ASD diagnosis

Further actions:

- Extend and improve the existing ASD ESP base

6. Monitoring and Review

The Governing Body will monitor this policy by:

- Reviewing pupil progress data disaggregated by groups (e.g., SEN, EAL, Gender).
- Reviewing the "Incident Log" for any reports of prejudice-related bullying.
- Gathering feedback from the annual Parent and Pupil Voice surveys.

7. Addressing Breaches

Any form of discrimination by staff, pupils, or visitors will be treated seriously. In the case of pupils, this is handled through our Behaviour Policy, focusing on education and empathy. For staff, the Disciplinary Procedure will apply.