



Holtsmere End Infant and Nursery School

Equality Statement

All schools are subject to the general “Equality Duty” under the Equality Act 2010.

It is unlawful to discriminate against, harass or victimise a pupil or potential pupil in relation to: admissions; the way we provide education for pupils; the way in which we provide pupils with access to any benefit, facility or service; or by excluding a pupil or subjecting them to any other detriment.

The general Equality Duty requires our school in the exercise of its functions to have **due regard** to the need to:

- Eliminate discrimination, harassment and victimisation and any other prejudicial conduct that is prohibited by or under the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and those who do not share it

To help us meet the general duty we have specific duties to:

- Publish in an accessible way, at least annually, information that demonstrates compliance with the general Equality Duty.
- Prepare and publish in an accessible way, at least every four years, one or more specific and measurable objectives which we think will help us meet the aims of the general Equality Duty.

The protected characteristics referred to in the duty are:

- Age, disability, gender reassignment
- Pregnancy and maternity
- Race, religion or belief, sex and sexual orientation
- Marriage and civil partnership



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Equality Objectives

Holtsmere End Infant and Nursery School is dedicated to guaranteeing that provision is equitable throughout our school community. We endeavour to achieve this by:

- Promoting cultural development and understanding via a rich range of experiences, both in and beyond daily school-life.
- Ensuring sufficient opportunities exist within the school curriculum to address issues of equality.
- Effectively supporting children so that tangible progress is made by all, including those in vulnerable groups.
- Monitoring and responding in a timely fashion to any issues that arise where prejudice is considered to be a contributing factor.
- Ensuring the school environment is as accessible as possible to pupils, staff and visitors.