

School Community Responsibility

Key messages are given to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. We ensure that staff have appropriate skills to deliver equality, including pupil awareness and that that all staff are aware of their responsibility to record and report prejudice related incidents. We teach our children a broad, balanced curriculum which prepares them for life in modern Britain.

Context

The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations.

Lodge Primary School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data

to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions; the school adheres to the LA admissions procedure.
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Lodge Primary's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

Our Ethos

This is a school where:

- We are moving forward as a community.
- Learning is fun.
- Children are prepared for their future
- All efforts are acknowledged and celebrated.
- Everyone is valued and respected as an individual.
- We will educate our children about equality and diversity, including fundamental British Values and where we pledge to meet the needs of all our individuals.
- Everyone is encouraged to be part of and contribute to the community.
- Encourage everyone to make healthy life choices.

Addressing Prejudice Related Incidents

Lodge Primary School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide

both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents occur we address them immediately and report them to the LA.

Objectives

In achieving compliancy with the Act, objectives are set annually. Detailed below are Lodge's current objectives.

Pupil Achievement

- All pupils are assessed, monitored and tracked through Simms.
- Under-achievement is identified and appropriate intervention is applied.
- Pupils are able to participate in a range of extra-curricular opportunities.
- Stakeholders respect one another.
- Pupils feel safe and valued.
- Pupils, staff and parents know that misconduct and undesirable behaviour will be challenged.

Leadership and Management

- No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.
- The SLT is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.

Lodge Primary will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan 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, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

Lodge leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Responsibility

We believe that promoting equality is the whole school's responsibility. How does the school eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it? The school does this by measures that include:

- Implementation of policies on equal opportunities (including special needs, behaviour and anti-bullying)
- Implementation of policies on recruitment, pay policy.
- PHSE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles.
- Employing trained staff (if/when appropriate) to support pupils with special needs or disabilities, and implementing the school's accessibility plan.
- Monitoring of welfare, with intervention and support where required.
- Taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

Review: January 2017

Next review: January 2019