



# **Equality Policy**

Spring 2018

# Unlocking Futures

## Equality Policy and Procedures

### Statement of intent

Lodge Primary School recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, ethnicity, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce. It outlines the commitment of the staff and governors to promote equality. Every member of the school community should feel safe, secure, valued and of equal worth.

We shall ensure that there is equality of access and we celebrate and value the heritage and strengths of the whole school community.

### Policy Review

This policy will be reviewed in full by the Senior Leadership Team annually.

The policy was last reviewed and agreed by the Curriculum and Standards Committee of the Governing Body on *14<sup>th</sup> March 2018*

It is due for review by March 2019

Signed by:

_____	Headteacher	Date: _____
_____	Chair of Governors	Date: _____

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### Legislative framework

This policy has due regard to statutory legislation including, but not limited to, the following:

1. UN Convention on the Rights of the Child
2. UN Convention on the Rights of Persons with Disabilities
3. Human Rights Act 1998
4. Special Educational Needs Regulations 2014
5. Education and Inspections Act 2006
6. Equality Act 2010
7. The Equality Act 2010 (Specific Duties) Regulations 2011

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

1. Eliminate discrimination
2. Advance equality of opportunity
3. Foster good relations

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

Protected characteristics – we will endeavour to take into account when publishing information:

1. Age
2. Disability
3. Race, colour, nationality, ethnic or national origin
4. Sex (including transgender people)
5. Gender reassignment
6. Maternity and pregnancy
7. Religion and belief
8. Sexual orientation
9. Marriage and civil partnership (for employees)

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

1. In relation to admissions.
2. In the way it provides education for pupils.
3. In the way it provides pupils access to any benefit, facility or service.
4. By excluding a pupil or subjecting them to any other detriment.

### Principles and aims

Lodge Primary will ensure that all staff comply with the appropriate equality legislation and regulations.

The school will:

1. Ensure staff are aware of their responsibilities, are given necessary training and support, and report progress to the governing body.

## Equality Policy and Procedures

2. Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
3. Foster positive attitudes and relationships, and a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
4. Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of their race, gender, disability, religion/belief, sexual orientation or age, and with full respect for legal rights relating to pregnancy and maternity.
5. Reduce and remove inequalities and barriers that already exist.
6. Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
7. Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
8. Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equalities.

### **Roles and responsibilities**

In our school all members of the school community have a responsibility for the promotion of equalities.

The governing body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality Policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand-alone documents);
- The actions, procedure sand strategies related to the policy are implemented;
- The governing body will have an overview on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents;
- Ensure equal opportunities in staff recruitment and promotion practices, CPD programmes and in membership of the governing body.

The headteacher and senior leadership have responsibility for:

- In partnership with the governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate acting in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination;
- Actively challenging and taking appropriate action in any case of discriminatory practice;

- Publishing annual data on equality in the workforce.

**All school staff** have responsibility for:

- The implementation of the school Equality Policy and schemes;
- Dealing with incident of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality issues;
- Promote equality and good relations, and not harass or discriminate in any way;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider;
- Monitor children's progress and needs to ensure the appropriate support is in place.

Lodge Primary will have an equality page on its website, in order to demonstrate how it is complying with the Public Sector Equality Duty in the Equality Act 2010, and advancing equality of opportunity.

## **Promoting equality**

### **Curriculum**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

1. Curriculum planning reflects a commitment to equality;
2. The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
3. There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
4. The promotion of attitudes and values that challenge discriminator behaviour and language;
5. The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

### **Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

6. Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
7. It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
8. It is important to place a high priority on the provision for special educational needs and disability;
9. A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement pupils are encouraged to be actively involved in their own learning.

### **Ethos and atmosphere**

## Equality Policy and Procedures

10. At Lodge Primary, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
11. There should be a feeling of openness and tolerance which welcomes everyone to the school;
12. The children are encouraged to greet visitors to the school with friendliness and respect;
13. The displays around the school are of a high quality and reflect diversity across all aspects of equality;
14. Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
15. Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of both assemblies, classroom based and off-site activities;
16. Pupils are given an effective voice, for example through the School Council and through pupil perception surveys which regularly seek their views;
17. Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community;
18. Our Focus Provision for complex medical needs ensures that all children are included and everyone learns to see beyond the disability to the child.

### **Staff recruitment and professional development**

19. All posts are advertised formally and open to the widest pool of applicants;
20. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good equality practice through the recruitment and selection process;
21. Access to opportunities for professional development is monitored on equality grounds;
22. All supply staff and contractors are made aware of equalities policy and practice;
23. Employment procedures are reviewed regularly to check conformity with legislation and impact.

### **Countering and challenging harassment and bullying**

24. The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
25. The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
26. The school reports to governors and the number of prejudice related incidents recorded in the school.

### **Partnerships with parents/carers and the wider community**

Lodge Primary aims to work in partnership with parents/carers.

We:

27. Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
28. Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
29. Encourage members of the local community to join in school activities and celebrations;
30. Ensure that the parents/carers of newly arrived pupils eg EAL, Traveller or pupils with disabilities are made to feel welcome.

### **Gender reassignment**

A person has the protected characteristic of gender reassignment if that person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

All members of staff and pupils have a right to privacy, which includes the right to keep one's transgender status confidential. School staff should not disclose information that may reveal a child's or other staff member's transgender status.

A glossary of terminology related to the transgender field can be found on the [Gender Identity Research and Education Society Website](#).

### **Monitoring and review**

We will review this policy annually via the headteacher and governing body, to ensure that all procedures are up-to-date.

The policy will be monitored and evaluated by the headteacher and governing body in the following ways:

1. Individual attainment and progress data
2. Equal opportunities recruitment data
3. Ofsted inspection judgements on equality and diversity
4. Incident records related to harassment, bullying and prejudice
5. Attendance
6. Parental involvement
7. Participation in extra-curricular and extended school activities.

Any changes made to this policy will be communicated to all members of staff.