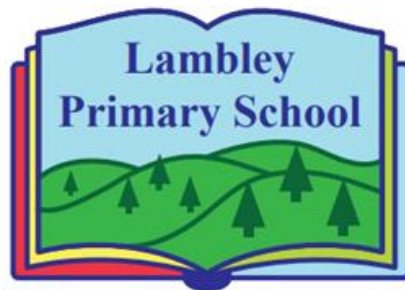


Lambley Primary School



Equality Policy

Lambley Primary School Governing Board

EQUALITY POLICY

Statement of Intent

At Lambley Primary School, we believe that pupils, parents and carers, and all our employees should have a safe and secure environment free from discrimination, harassment and victimisation. We want Lambley to be a place where diversity is celebrated and individuals feel valued and respected for who they are.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which those connected to the school feel proud of their identity and able to participate fully in school life.

We aim to provide every child in our care with the best quality education possible, in a warm, respectful and caring environment through;

- Providing an environment in which all children feel safe, cared for and supported.
- Encouraging independence to take risks and make independent decisions
- Supporting every child as they 'Reach for the Stars', walking out of the door at the end of Y6 having achieved their true potential

Guiding Principles

We want to ensure equality of opportunity and eliminate discrimination of any kind **(in accordance with the general duty of The Equality Act 2010)**. The school is aware of its legal obligations and role within the local community guided by nine principles;

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender or gender identity
- Whatever their religion or non-religious affiliation or faith background
- Whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally (as outlined in principle 1) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

- Gender, so that the needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity.

Principle 3: 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 towards disabled people, good relations between disabled and non-disabled people, and the absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and men and women, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and no-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

Principle 6: We consult and attempt to involve others.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and attempt to involve:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- Women and men, and girls and boys.
- People as representatives from different sexual identity groups

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- People as representatives from different sexual identity groups

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

Principle 9: Objectives.

We formulate and publish specific and measurable objectives based in the evidence we have collected and published (principle 8) and the engagement in which we have all been involved (principle 7), in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

Legal Duties

As a school, we welcome our duties under the Equality Act 2010. We understand that our school must not discriminate against, harass or victimise pupils because of their:

- Sex; race; disability; religion or belief; sexual orientation; pregnancy/ maternity; gender reassignment
- For disabled pupils this includes a duty to make reasonable adjustments to policies and practices

The general duties are to:

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

Protected Characteristics

We understand the principal 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 (for employees not for service provision)

- Disability
- Race
- Sex (including issues of 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 function (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
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the service 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.

In fulfilling our legal obligations we will: Recognise and respect diversity

- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Addressing Prejudice Related incidents

This policy should be read in conjunction with our Anti-Bullying Policy. "A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason." (Stephen Lawrence definition)

Lambley 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 might 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 will address them promptly following our anti-bullying procedures, and will report them to the Local Authority using their guidance material. The local Authority may provide some support.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- through regular agenda items at staff meetings (Pupil First)
- Governors - discussions at governors meetings and through Working Parties
- Parents/carers - parents will be encouraged to contribute by taking part in written consultations and parent forum meetings
- Pupils contribute to the development of the policy through the Pupil Voice group, anti-bullying week activities and PSHE discussions

This policy is available:

- Online at www.lambleyprimaryschool.org.uk
- From the school office and will be provided within 5 working days of request

Roles and responsibilities

We believe that promoting Equality is a whole school responsibility:

School Community	Responsibility
Governing Body	Involving & engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above, including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected of the school in carrying out its day-to-day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management team	To support the Head as above: Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/ carers on how they can be expected to be treated. Design and deliver an inclusive curriculum that promotes British Values. Ensure they are aware of their responsibilities to record and report prejudice related incidents.

Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the headteacher on how pupils and parents/ carers can be expected to be treated. Support colleagues within the school community and show a commitment to British Values. Ensure they are aware of their responsibilities to record and report prejudice related incidents.
Parents & Volunteers	Take an active part in identifying barriers for the school community and informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackle inequality. Uphold the commitment made by the headteacher on how pupils, parents/ carers, staff and the wider community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of our Equality Policy and our published equality information and objectives by publishing them on the school website and through letters and other mediums.

Breaches to this policy

Breaches to this statement will be dealt with in the same way as breaches to other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives and our policy in relation to any changes in our school profiles.

Related Policies:

- Anti-Bullying Policy
- Collective Worship Policy
- Behaviour Policy
- Staff Code of Conduct Policy
- Governors Code of Conduct Policy
- Home School Agreement

Equality Policy

Document History:

Created by: Lee Christopher

Date: Nov 2020 (to be reviewed at least every 3 years)

Date of next review: Nov 2023

Signed: D. Bathgate

Date: Nov 2020

Designation: Chair of Governing Body