



The Lea Primary School and Nursery

Equality Policy

Policy Sign off

Reviewer	Date	Approver	Date
James Berry/Caroline Thomas	September 2022	FGB (statutory)	September 2022
Next Review		September 2025	

Equality and Diversity Statement

The Lea Primary School and Nursery welcomes a diverse population of both pupils and staff. In order to consolidate and build upon this diversity, it is essential that equality of opportunity and the absence of unfair discrimination be at the core of all the School's activities.

The school recognises the link between equality and quality and will not unfairly discriminate in the recruitment or general treatment of pupils or staff on the basis of any factor which is not relevant to academic achievement.

The School is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of The Lea Primary School and Nursery community;
- communicating where responsibility lies for equality issues;
- providing training for decision-makers and briefings for pupils and staff;
- maintaining mechanisms for implementation, monitoring, evaluation and review;
- taking positive action to redress any under-representation of particular groups in the workforce;
- treating acts of discrimination as a disciplinary offence;
- consulting with trade unions, interested groups and individuals, internal and external.

The Governing Body has the responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School. Discriminatory issues are dealt with by the Resources committee.

In addition, each member of the School community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such in appropriate behaviour if it occurs.

1.0 Introduction

1.1 This policy reflects the School's commitment to meeting the Equality Act (2010), set out as a single scheme. The policy sets out how our practice and policies will have due regard for our general duty under the Act, and the need to:

1. eliminate unlawful discrimination, harassment and victimisation;
2. advance equality of opportunity for students, staff and others using school facilities; and,
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

1.2 The policy incorporates and replaces the School's previous Equality Policy. It encompasses the following protected characteristics.:

- disability
- gender
- age
- ethnicity and race
- gender identity and reassignment
- religion and belief
- sexual orientation
- pregnancy and maternity
- marriage and civil partnerships

1.3 Most importantly the policy underpins the achievement of our school ethos, set out as follows:

Learn – where teaching is inspirational and learning is interactive, creative and fun.

Enjoy – where we celebrate diversity; develop personal responsibility and respect for others, and promote a healthy lifestyle.

Achieve – where we identify the needs of all pupils and help them achieve their full potential.

Our school values of kindness, ambition, pride and respect support equality in all its forms.

1.4 The policy will be aligned with the School Improvement Plan. Its implementation will be monitored within the School's self-evaluation and other review processes.

2.0 Guiding principles

2.1 In fulfilling our legal obligations we are guided by the following principles:

(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 and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

(2) *We recognise and respect difference*

Treating people equally (Principle 1 above) 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 different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

(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 an 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 women and men, and an absence of sexual and homophobic harassment

(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

(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 non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

(6) *We consult and involve appropriately*

Where people may be affected by a policy or activity, we consult with relevant groups and individuals in policy design and review. We also acknowledge the representative ability of our governing body, including our parent and community governors, in developing policy. We make use of this in avoiding unnecessary bureaucracy.

(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
- Gay people as well as straight

(8) We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty set out in clause 149 of the Equality Act 2010.

(9) Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published [principle 8].

3.0 Disability

3.1 We recognise that a pupil with disabilities may need more favourable treatment than a pupil without. This may be necessary in making reasonable adjustments to make sure he/she can benefit from what the School has to offer, to the same extent that a pupil without disability can.

3.2 We will implement an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

4.0 Roles and Responsibility, and publishing information

4.1 As part of our commitment to implementation, governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's equality policy.

4.2 The **school governors** are responsible for ensuring that the school prepares, publishes, implements, reports on and reviews the equality policy including the employment implications of meeting the duties.

4.3 The **Headteacher** works with the **Senior Leadership Team** to ensure that –

- the policy is implemented
- staff recruitment, training opportunities and conditions promote equality
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet the equality duties
- existing and planned policies are assessed for the ways in which they impact on equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality
- incidents of bullying or harassment, based on race, sex, disability, religion or belief, age or sexual orientation are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the equality policy.

4.4 **All staff** have a responsibility to deal with incidents of harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

4.5 **Pupils and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

5.0 Commitment to publish

- 5.1 At The Lea Primary School and Nursery we will publish information annually, to show how we meet the general equality duty. This information will be accessible via our website. It will include an overview of equality information.
- 5.2 The information we publish will include:
- An overview of how key equality factors (gender, ethnicity, disability) break down across our children and staff
 - Where available and appropriate, a summary of academic attainment and progress for our children, broken down by those factors
 - A qualitative summary of our activity over the past year in addressing the general equality duty
- 5.3 We will welcome and remain responsive to suggestion and challenge from any of our stakeholders as to how our published information might be extended and improved. This will always be considered in the context of resource and capability available to us.

6.0 Commitment to action

- 6.1 We comply fully with legislation which protects our staff [including teachers, teaching assistants, midday supervisory assistants and student teachers] from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.
- 6.2 This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.
- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
 - We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators
 - We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
 - Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism

7.0 Engagement – Participation and Involvement

- 7.1 We welcome the participation and involvement of people from broad and diverse backgrounds in developing our equality policy.
- 7.2 When deciding what to do to tackle equality issues, we are keen to consult and engage different groups of people. These include people affected by our decisions – parents, pupils, staff, and members of the local community. It includes people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included either explicitly or implicitly within the information we publish showing how the duty has been addressed.

8.0 Equality Impact Assessments [EQIAs]

- 8.1 EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group [either positively or negatively]. EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender
- We value more qualitative information which may be given to us through a variety of mechanisms, including from children or parents directly

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

9.0 Our School's Equality Objectives

- 9.1 We aim to achieve consistent academic attainment and progress, by end of primary school, across all ethnicities at the school.
- 9.2 We aim to achieve consistent academic attainment and progress, by end of primary school, across both boys and girls at the school.
- 9.3 We aim to ensure consistent academic progress relative to need, by end of primary school, across SEND and non-SEND children.
- 9.4 We aim to achieve consistent academic attainment and progress, by end of primary school, across disadvantaged and non-disadvantaged children across the school.
- 9.5 We aim to ensure that our staff advance equality in their work and foster good relationships between groups who share a protected characteristic and those who do not.
- 9.6 We aim to ensure that we employ diverse staff and governors reflecting the community we operate in and that we offer development opportunities to all staff of protected characteristics.