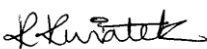




Lockerley C of E Primary School

'Believe Together, Achieve Together'

School Equalities Policy

Approved by	FGB
Approved on	12 th September 2023
Review date	September 2027
Headteacher	

September 2023 - 2025

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the school's Staff Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Lockerley Endowed Church of England Primary School's catchment is quite mixed with children coming from a range of backgrounds. Whilst we recognise that all groups of children, whether a significant group or not, have equal rights, significant groups within our school include:

- SEND
- Pupil premium children (disadvantaged)
- Vulnerable groups children
- Children from low or high socio-economic backgrounds
- Children who enter school part way through the academic year

Principles

To fulfil our legal obligations, we are guided by a number of principles:

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

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

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Single Equality Scheme Action Plan and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Single Equality Scheme Action Plan 2023

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- Parent questionnaires
- Involvement of the student council
- Pupil questionnaires designed and led by pupils
- Staff survey
- Contact with parents representing pupils with particular protected characteristics

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Equality Objective 1- Linked to promotion of Equality, Diversity and Inclusion

OBJECTIVE: To ensure that Lockerley Church of England Primary school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

Why we have chosen this objective: From an analysis of our school profile, alongside the demographics of our local area, we know that our community is not representative of life in modern Britain. We want our school community to explore the uniqueness of the human race and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective we plan to: Ensure that we effectively deploy the resources and teaching opportunities from: our PSHE scheme (Heartsmart), the Rights Respecting Curriculum, the R.E. curriculum (Hampshire Living Difference and Exploring Christianity). These lessons, discussions, activities and experiences will allow children to regularly explore subjects such as equality, diversity and inclusion. We want the children to fully explore and understand the value of equity in these areas. Class sets of carefully selected texts will be curated to support teachers and pupils in the exploration of key themes and to support their understanding. Governors and school leaders will access training on Equality in order to ensure that they are able to monitor and measure outcomes accurately.

Intended outcome: To raise awareness of the protected characteristics alongside key issues relating to equality, diversity and inclusion. To develop the children's understanding of the importance of equity and to equip them with the skills and attitudes that will result in them making a positive contribution to life in modern Britain.

Equality Objective 2: Linked specifically to prejudice related incidents/ sexual orientation

OBJECTIVE: Promote positive attitudes towards all family structures and promote positive language choices, with regard to sexual orientation.

Why we have chosen this objective: School is a place where all children should feel safe and respected. There will be a variety of family structures among them: divorced/ separated parents, fostered and adopted children, children who have a parent who has died or is absent and children with LGBTQ parents and/or family members. We want all of our children to understand, show an appreciation of and accept all family situations. We want them to understand the stereotypes and prejudices that exist and feel that they can challenge these.

To achieve this objective we plan to: Continue to implement our PSHE programme which addresses these areas. To ensure that this is not done in isolation, this subject is also addressed through relevant literary texts and picture books in English, through R.E. and in PSHE lessons. The focus around 'differences' will be to help children to form opinions about others based on whether they are kind, law abiding, respectful, trustworthy and responsible, rather than judging them on their appearance or if an aspect of their lifestyle differs from their own. Our children will also learn about discrimination and prejudice including racism, sexism and ageism. We aim to introduce a series of books and resources which show different family structures. These will include same sex couples. The books will be accessible: through PSHE sessions, in the library, classrooms and in shared reading opportunities. We have an agreed response to incidents that are prejudice-related and follow our School's behaviour policy. All prejudicial incidents are reported at County level. Outcome: To raise awareness of this protected characteristic and reduce the possibility of prejudice related incidents.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

The detail of these objectives should also be read in conjunction with the school's current equality information which has informed the development of the objectives.