

Lydbrook Primary School
(including Robins Nursery)

Where anything is Possible

SINGLE EQUALITY POLICY
Ensuring equality – valuing diversity

Policy Reviewed:	Bi-Annually
By:	Full Governing Body
Agreed:	13th February 2019
Next Review:	Spring 2021

Related Policies/Documents:-

- Behaviour Policy
- Anti-Bullying Policy
- Pay Policy
- Safer Recruitment Policy
- SEN Policy

1. Introduction

- 1.1 Our school's mission statement talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender, sexuality or background.
- 1.2 This policy accords with the Equality Act 2010

2. Vision and Values

Lydbrook Primary is a school where pupils thrive in a positive atmosphere that contributes very successfully to their personal, social and emotional development and enables them to make good progress.

We believe that children learn best if they are happy, have high self-esteem and are treated with respect and sensitivity by all those who work in the school. We are a school that works hard to achieve high standards for every child. Each year we consider ways in which improvements can be made. We want all children to leave school with an enthusiasm for learning.

There is a positive ethos in the school, based on respect, care and high expectations. The school is a happy community with a friendly and relaxed atmosphere. Regular and informal communication with parents is encouraged. We know that parental support is vital to children's education and we aim to make every parent feel welcome in the school. The school is well supported by the parents and governors, and the Lydbrook School Association who raise funds throughout the year to benefit the school.

We aim to provide for every child:-

- The development of lifelong learning skills and enthusiasm for learning and life.
- The development of self-esteem and empathy for others within a culture of inclusion and an ethos of equality of opportunity for all. The needs of disabled people are considered in all aspects of school life.
- The expectations of high standards in academic work through all children recognising and achieving their potential.
- Access to a broad, balanced and creative curriculum.
- A caring community in which children can begin to develop a sense of individual responsibility and understanding of citizenship.
- A school environment which is stimulating, attractive and secure.
- An awareness and appreciation of the local community, the Forest Heritage, our multi-cultural society and an understanding of global citizenship.
- An appreciation of and a responsibility to the natural environment.
- An understanding of the Christian faith whilst respecting that others have different religious beliefs.
- The development of a spiritual, moral and cultural awareness.

3. **Equality Objectives are:-**

- To improve the progress and attainment of SEN and disadvantaged children.
- To promote mental health and wellbeing in children.
- To narrow the gap in attendance for disadvantaged and SEN, by fostering good relationships with parents and carers and seeking to understand the barriers to good attendance.
- To narrow the gap between vulnerable groups of pupils and other pupils in access to homework support, and in this way to reduce or remove inequalities in attainment throughout the school.
- To ensure that the staff and governors are aware of current legislation surrounding Equality, Diversity and Disability and their responsibilities.

4. **Purpose of this policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics, often referred to as protected characteristics. There are nine protected characteristics: age, sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy or maternity.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty. This requires all public organisations, including schools to:-

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

4.1 How we ensure equality and value diversity

We are committed to giving all our pupils every opportunity to achieve the highest of standards, regardless of age, gender, ethnicity, attainment, ability or background. The school has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and where needed, provide additional support to ensure that our children reach their full potential.

We are committed to ensuring our pupils and staff are treated fairly and that our school environment is free of discrimination, bullying and harassment.

4.2 Eliminate unlawful discrimination, harassment and victimisation

In fulfilling our duties, the school ensures:-

- Our admissions arrangements are fair, transparent and non-discriminatory;
- Our school site is accessible and that reasonable adjustments are made to support pupils, staff and visitors who are less able;
- Staff are not discriminated against when it comes to employment, promotion or training opportunities;
- Equality issues are considered in the development and review of our policies and/or procedures.
- Equality and diversity are actively promoted through the curriculum and by creating an environment which champions respect for all.

4.3 Advance equality of opportunity between different groups

- We know the needs of our pupils very well and collect and analyse pupil tracking data in order to inform our planning and ensure we meet the needs of all pupils.
- We ensure all pupils are able to access a broad and balanced curriculum.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take targeted action to close in attainment, for example, literacy and numeracy strategies for those who are making slower progress than expected.
- We collect and analyse data in relation to attendance and exclusions.

4.4 Foster good relations between different groups

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes their spiritual, moral, social and cultural development.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and challenge prejudice based on language, attitudes and behaviour.
- We provided opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and current affairs.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

5. Roles and responsibilities

We expect all members of the school community and visitors to the school to support our commitment to promoting equalities and valuing diversity. Where necessary, we will provide training, guidance and information to enable them to do this.

5.1 Governors

The Governing body is responsible for ensuring that the school complies with legislation and implements agreed policy. The Governing Body and its committees review the school's commitment to ensuring equality and valuing diversity under review, eg. in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

5.2 Headteacher and Senior Leadership Team

The Headteacher is responsible for implementing this policy and for ensuring that all staff are aware of their responsibilities and given appropriate training and support. The Headteacher and Senior Management are also responsible for taking appropriate action in any cases of unlawful discrimination, harassment and victimisation.

5.3 Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom;
- Challenge prejudice and discrimination, dealing fairly with any issues that arise;
- Plan and deliver lessons that reflect the school's values and ethos;
- Support different groups of pupils in their class through differentiated planning and teaching.

6. Ensuring equality for staff

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.