

EQUALITY POLICY



Aspire to achieve...

Aims and Expectations:

- 1.1** We aim to provide a broad and balanced curriculum that meets the needs of all pupils promoting their spiritual, moral, social and cultural development. The school is committed to equality; reflecting on and valuing diversity. The strength of the school is built on the understanding of individual strengths and differences and we seek to respect these.
- 1.2** As an academy school we work to incorporate Cheshire East Council guidelines for Equal Opportunity into our primary practice. Certain strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates all of the life and work of the school.
- 1.3** As an academy we work to incorporate Cheshire East Council's guidelines for Equal Opportunity into our primary practice.

We aim to:

- respect the equal human rights of all our pupils.
 - educate pupils about, and promote, equality.
 - tackle the barriers which could lead to unequal outcomes for identified groups of pupils.
 - ensure that pupils develop an understanding of how they fit in as part of a diverse national and international community.
 - identify and reduce barriers to learning and participation for vulnerable groups including pupils with speech and language difficulties.
 - educate all about discrimination and prejudice and promote a harmonious environment.
 - strive for all pupils regardless of disability, ethnicity, gender, race and religion & belief to achieve the highest possible standards in their learning and make good progress.
 - respect the equal rights of our staff and other members of the school community.
- 1.4** Our aim and duty is to make promotion of equality central to the way we work and to all areas of school life.

Meeting our duty will help us to:

- Meet the needs of all children, encouraging them to achieve their full potential and raise educational standards.
- Take specific action to tackle any differences between identified groups in their attainment levels and progress.

- Take specific action to tackle any differences in the use of disciplinary measures between identified groups (such as exclusion), in admissions or in assessment.
- Create a positive, inclusive approach, based on respect for peoples' differences and show commitment to challenging and preventing discrimination, harassment and victimisation.
- Prepare our children to be full citizens in today's multi-ethnic society.
- Make our workforce as representative as possible of the community we serve.
- Ensure high staff morale and performance.
- As far as possible avoid losing able staff.
- Make full use of the skills and knowledge of people from different identified groups in our community (for example, in the classroom or as a member of the governing body).

1.5 We seek to ensure that our academy respects and includes everyone and that no parent or prospective parent, employee or prospective employee part time worker or job applicant receives less favourable treatment on the basis of:

- Age
- Disability and/or medical conditions
- Marriage and civil partnership
- Race, language, ethnic or national origins
- Religion or belief
- Responsibilities for care of dependants
- Socio-economic background/disadvantage
- Sex and Sexual Orientation (including gender reassignment)
- Pregnancy and Maternity
- Trade Union membership and/or political views or affiliations

1.6 We recognise that there may be other areas where people experience discrimination and we will work towards an anti-discriminatory environment. We further recognise that discrimination can be direct or indirect and believe that such discrimination is unacceptable and we are committed to providing equality of opportunity for all by eliminating unwarranted and inappropriate discrimination. We will do this by ensuring that our practices reflect relevant legislation and good practice. The success of this relies on the support and understanding of all stakeholders.

WHO DOES THIS POLICY APPLY TO?

2.1 This policy applies to any pupil or prospective pupil, parent or prospective parent, employee or prospective employee. Reference to parent also applies to carers of pupils

OUR LEGAL DUTIES

2.2 Under the Equality Act 2010, our general duties are to:

1. Eliminate discrimination, harassment and victimisation;
2. Advance equality of opportunity between those who share a “protected characteristic” and those who do not; and
3. Foster good relations.

A “**protected characteristic**” covers the groups listed here: (i) age (employees only); (ii) disability; (iii) race (includes ethnic or national origins, colour or nationality); (iv) sex (includes issues of

transgender); (v) gender reassignment; (vi) maternity and pregnancy; (vii) religion and belief (includes lack of belief); (viii) sexual orientation; (ix) marriage and civil partnership; (x) responsibilities for care of dependents; (xi) socio-economic background/disadvantage.

2.3 In order to comply with our legal duties we are required to show how we comply with our obligations, which includes:

1. Publishing equality information; and
2. Prepare and publish equality objectives.

2.4 Please note that as part of our requirements, we will not publish information which can specifically identify a child. We will, however, collect and analyse data related to the protected characteristics outlined above in respect of: (i) admissions; (ii) attendance; (iii) attainment; (iv) exclusions; and (iv) prejudicial related incidents. We shall publish such information on our website.

POLICY COMMITMENTS

3.1

We aim, within Lacey Green Primary Academy, to provide equality of opportunity for all stakeholders whatever their age, physical or academic ability, gender, gender reassignment, disability, appearance, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation or background.

Promoting Equality: Curriculum

4.1 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

4.2 We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality. All children have equal opportunity within and equal access to all areas of the whole school curriculum. This includes both the Programmes of Study and Attainment Targets for the National Curriculum subjects, other subject areas currently outside the National Curriculum and areas such as extra-curricular activities;
- Efforts are made to recognise and be aware of the possibility of gender bias in both our teaching and learning materials and our teaching styles;
- All children are encouraged to participate equally in the full range of activities both inside and outside the classroom;
- Materials are carefully selected for all areas of the curriculum so as to avoid sexual stereotypes and gender bias;
- 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;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- Opportunities are given for children to work with teaching and non-teaching staff of both sexes and from other cultures;

- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Some children will require extra support to access the curriculum.

Promoting Equality: Achievement

5.1 We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices are fully inclusive and support each child to reach their full potential regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- 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;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully pupils in their own learning.

5.2 Equality between the sexes and abilities is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

5.3 The school monitors and analyses pupil performance by ethnicity, gender, disability and special educational needs and take account of socio-economic circumstances. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

Promoting Equality: The ethos and culture of the school

6.1 At Lacey Green, 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. Children and all staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the community;

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included;
- Our school uniform policy reflects equality of opportunity for all children;

- Discipline procedures – notably rewards and sanctions – are the same for all;
- All children are encouraged to work and play freely with others of both sexes, different backgrounds, races, ability or disability;
- We recognise that a child’s self-perception can be influenced by his/her environment and so we aim to enhance our children’s self-esteem and self-confidence by positively working to promote equality of opportunity. At the same time we are aware that as children mature and their relationships with peers of both sexes develop, their perception of sex roles alters. We also recognise that such perceptions are influenced by other factors including home, peer group and the media.

Promoting Equality: Staff Recruitment and Professional Development

7.1 All teaching and non-teaching posts are not sex-specific. Both men and women are encouraged to teach all age groups and each Key Stage. All staff has equal access to in-service training and posts of responsibility.

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity;
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular.

Promoting Equality: Countering and Challenging Harassment, Bullying and Racism

8.1

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and the Principal is responsible for recording and monitoring incidents;
- Acts of racism from staff, parents, visitors and pupils are not tolerated and the school reports to Governors and parents on an annual basis the number of prejudice related incidents recorded in the school;
- Any differences involving diversity which arise inside or outside the classroom are dealt with sensitively and are discussed with the children.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

9.1 We strive to promote and celebrate diversity within the school, the local community and the wider world.

- Lacey Green aims to work in partnership with parents/carers. We:take action to ensure all parents/carers are encouraged to participate in the life of the school;
- We maintain good channels of communication to ensure parents’ views are captured to inform practice;

- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Traveller or pupils with disabilities are made to feel welcome.
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RESPONSIBILITY FOR THE POLICY

In our school, all members of the school community have a responsibility for promoting equalities:

GOVERNING BODY

The Governors recognise that it is vital that all staff, teaching and non-teaching, understand the need for the promotion of equality in education. They will seek to ensure that suitable training and support is given to members of the school staff to fulfil their professional duties in line with school policy. The Governing Body will be sensitive too and support all cultural, ethnic and religious backgrounds of the school staff.

The Governing Body will ensure that:

- school complies with all equalities legislation relevant to the school community;
- school's equalities policy is maintained and updated regularly;
- actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, 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.
- all pupils have equal access to the full range of educational opportunities provided by the school and will seek to remove any forms of indirect discrimination that may form a barrier to learning. They are committed to preparing the pupils of Lacey Green for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour.
- the curriculum reflects the attitudes, values and respect that we have for all individuals and cultural groups. We will encourage the pupils to explore fully the origins and differences of all religions, nationalities and ethnicities in order to develop their better understanding of the world wide community.
- all recruitment, employment, promotion and training systems are fair to all, and provide equal opportunities for everyone to achieve their potential regardless of their gender, sexual orientation, race or nationality.
- people with disabilities are not discriminated against and that all reasonable steps are taken to ensure that the school environment gives equal access to people with disabilities.

THE PRINCIPAL & SENIOR LEADERSHIP TEAM

The Principal and Senior Leadership Team will ensure that: the Equality Policy is adhered to throughout the management, curriculum and ethos of the school community.

The Principal/ Senior Leadership Team members will:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Oversee that all staff are aware of the school policy and that all staff apply the guidelines fairly in all situations.

- Co-ordinate the activities related to equality and evaluating impact;
- Ensure that all who enter the school are aware of, and comply with, the equalities policy;
- Ensure that staff are aware of their responsibilities and are given relevant training and support;
- Take appropriate action in response to any prejudice-related incidents.
- Ensure that the school curriculum promotes respect for other cultures, religions and nationalities and will ensure that all classroom resources and materials reflect the diverse nature of the school community and have respect for the sensitivities of all members of the class.
- Ensure all appointments made to the school will have given due regard to the policy and that no-one is discriminated against on the grounds of gender, sexual orientation, race, ethnic or national origins.
- have strategies in place to deal with any incident and recognises that these may take many forms including verbal or physical acts, rejection, unwelcome and negative comments.
- Treat all incidents of unfair treatment and any racist or discriminatory incidents with due seriousness. The Principal will present a Termly report to the Governing Body on the nature and number of any such incidents.

SCHOOL STAFF

School Staff will:

- accept that this is a whole school issue and support the Single Equality Policy and procedures
- make known any queries or training requirements
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- be aware of the procedures for reporting incidents of racism, harassment or other forms of discrimination
- ensure that those with protected characteristics are not discriminated against and are given equality of opportunity
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- ensure that pupils from all groups are included in all activities and have full access to the curriculum
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

PUPILS

Pupils will:

- be made aware of any relevant part of the scheme, appropriate to age and ability
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society
- understand the importance of reporting prejudiced based bullying/ incidents
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

WHAT YOU CAN DO

You can take an active role in supporting and challenging the school to tackle any inequality by contacting the Principal or Governing Body with any comments or concerns you may have.

COMPLAINTS

Any complaints with regard to this policy should be dealt with via the Academy's complaints procedure, a copy of which is available from the school office [*and on our website*].

MONITORING & REVIEW

This policy shall be reviewed annually by the Governing Body and the objectives shall be reviewed at least every four years. Our objectives will sit in our overall school improvement plan and will, therefore, be reviewed as part of this process.

[The monitoring process will include:

- *Reviewing all school appointments to ensure the policy has been fairly applied*
- *Requiring the Principal to present a termly report to the Governors on any incidents covered by the Policy*
- *Monitoring the progress of pupils of protected characteristics*
- *Taking into serious consideration any complaints regarding equal opportunities from parents/carers, staff or pupils and the wider school community*
- *Monitoring all school policies to ensure that they are fairly applied to all staff, pupils and the wider school community.*

When necessary the Governing Body will initiate an investigation into any reported incidents and will inform the LA of any concerns raised.

All such actions of the Governing Body will be recorded appropriately.]

Policy Updated: November 2016

- This policy will be reviewed and updated when any new guidelines and legislation are issued by any relevant bodies or where the Academy feels is necessary.