



Lidget Green Primary School

Equality Policy

This policy is reviewed: **annually** by **the Senior Leadership Team**

This policy is shared with staff: **annually**

Date of this review: 27.04.2017

This policy applies to all governors, staff, pupils, parents/carers and visitors to the school including all contractors.

We recognise our statutory Public Sector Equality Duty, as outlined at the end of this document, to eliminate unlawful discrimination and harassment and to promote equality of opportunity for all, regardless of gender, disability, race, belief, age, pregnancy or maternity, or sexual orientation. This policy will be an integral part of our school life.

Leadership, management and governance

The Governing Body is committed to this duty and the aims of this policy and will monitor the implementation of the policy and its related procedures and strategies. The governors expect that all staff will be committed to, and confident in, challenging bias and stereotyping both inside and outside the classroom.

The effectiveness of this policy will be judged by how successfully staff encourage, support and enable all children to reach their full potential, and by how they ensure that all children have full and equal access to the curriculum. Staff must promote equality through the curriculum, their learning and teaching activities and the quality of their care and guidance.

It is the responsibility of the Headteacher to ensure that this policy is successfully implemented; all stakeholders should understand the policy and their role in its implementation, and that they have relevant training and support. The Headteacher will ensure that appropriate action is taken in the event that this policy is not complied with.

The school's commitment to equality.

Ethos

The school will fulfil its commitment to equality by:

- promoting an atmosphere of mutual trust and respect among all members of the school community;
- ensuring that all staff, parents /carers and pupils are treated with dignity;
- challenging stereotypes in all aspects of school life;
- encouraging classroom and staffroom discussion of issues which reflect on stereotypes, expectations and the impact on learning;

- striving to eliminate all forms of bullying and violence, particularly that which threatens an aspect of equality;
- offering extra-curricular activities and opportunities that are accessible to all pupils, making adaptations as required for individual needs.

Curriculum/learning and teaching

The school will fulfil its commitment to equality by:

- ensuring equality of access for all children in all areas of the curriculum, including visits and other activities planned outside the classroom;
- ensuring that the curriculum is balanced and broadly based, taking into account interests traditionally considered to be related to different groups (e.g. boys and girls);
- ensuring that teachers' planning and teaching takes account of equality issues and the need to challenge stereotypes;
- ensuring that any particular learning needs related to gender, disability or any other protected characteristic are met.

Achievement/attainment/assessment/progress

The school will fulfil its commitment to equality by:

- monitoring and tracking progress and achievement by different groups in order to identify and respond to trends and patterns;
- using this data to plan strategies to 'close the gap' where inequalities are identified and to ensure equally high expectations of all pupils

Attendance

The school will fulfil its commitment to equality by:

- monitoring pupil attendance by different groups;
- using the data to develop strategies to address poor attendance.

Behaviour

The school will fulfil its commitment to equality by:

- monitoring pupil behaviour and exclusions by different groups;
- using the information collected to ensure that procedures are applied fairly and equitably to all pupils, ensuring their safety and security in the school;
- developing and implementing strategies to address any specific examples of inappropriate behaviour related to a protected characteristic.

Staff recruitment and career development

The school will fulfil its commitment to equality by:

- ensuring that all staff and governors responsible for appointing staff and reviewing staff performance and pay do not discriminate on the basis of any of the protected characteristics;
- taking account of the requirement to eliminate unlawful pay discrimination;
- ensuring that opportunities for professional development, career progression and promotion are free from unlawful discrimination.

Community/parental involvement

The school will fulfil its commitment to equality by:

- working in partnership with parents/carers and the wider community to develop positive attitudes to equality issues.

Monitoring and Evaluation

The school will monitor the implementation of the policy and evaluate its impact on pupils, parents/carers and staff by:

- collecting and analysing data and other information
- consulting with parents / carers, staff and the school community

The school's Equality Objectives

1. To ensure that all groups are able to participate equally and appropriately in P.E. and extra-curricular sports activities, e.g. through access to girls only sports opportunities, participation in mixed gender sports leagues, teaching sports and games activities that are suitable for participation by all pupils, regardless of ability, participation in disability sports competitions.
2. To ensure that parental engagement events and opportunities are open to all parents e.g. by taking the dates of religious festivals into account when planning events, adapting arrangements to allow for easier access for parents with disabilities, offering translation services where possible for consultations, meetings and other communications.
3. To offer positive role models for all pupils, through assemblies, visitors to school, resources and planned lessons, e.g. inviting visitors from different cultural and religious backgrounds who will talk about aspects of their culture or faith, or their jobs and careers; focussing on the achievements of different groups of people in sport or other areas of life.

Public Sector Equality Duty

1. A public authority must, in the exercise of its functions, have due regard to the need to—
 - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
2. A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).
3. Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—
 - remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
 - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
4. The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

5. Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- tackle prejudice, and
- promote understanding.

6. Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

7. The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

8. A reference to conduct that is prohibited by or under this Act includes a reference to—

- a breach of an equality clause or rule;
- a breach of a non-discrimination rule.

9. Schedule 18 (exceptions) has effect.