



## Locking Primary School Single Equality Policy

### **Aims:**

We aim to provide an environment which offers equality of opportunity and consistency of approach to all those working within the school and, in particular, to remove barriers related to culture, gender, disability, educational needs, ethnicity and social / economic circumstances.

### **Legal duties:**

1. We welcome our duties under the Equality Act 2010 which include the general duties to eliminate discrimination, advance the equality of opportunity and foster good relations.
2. We welcome our duty under the Education and Inspection Act 2006 to promote community cohesion.
3. We recognise that the duties above are essential for achieving the five ECM outcomes and that they reflect international human rights.
4. This policy should be read in conjunction with: Disabilities and Equalities Scheme 2007 – 2010  
Race equality 07 – 10, anti bullying and behaviour policies.

### ***All Learners are of equal value***

We see learners and potential learners as of equal value:

- whether they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender

### ***We recognise and respect diversity***

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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 the different needs and experiences of girls and boys, women and men are recognised.

### ***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, women and men and an absence of sexual harassment

### ***Staff recruitment, retention and development***

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
- whichever their gender
- Whatever their age

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

In addition to avoiding or minimising possible negative impacts, 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.

### ***We consult widely***

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non disabled
- people from a range of ethnic, cultural and religious backgrounds
- both men and women, girls and boys

### ***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.

### ***Action Plans***

We recognise that the actions resulting from a policy are what make a difference.

Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above. Actions are included within our current strategic plan.

### ***The curriculum***

We keep each curriculum area under review in order that teaching and learning reflect our commitment to removing barriers.

### ***Ethos and Organisation***

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

### ***Addressing prejudice and prejudice-related bullying***

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above.

- prejudices around disability and Special Educational Needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, Refugees and People seeking asylum
- prejudices reflecting sexism and homophobia

Locking School has a dedicated Black Minority Ethnic Learning Support Assistant whose role is to enable access for all children, promoting cultural awareness and community cohesion.

There is guidance in the Staff Handbook on how prejudice related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the Local Authority about the numbers, types and seriousness of prejudice related incidents at Locking School and how they are dealt with.

### ***Roles and Responsibilities***

We believe that promoting equality is the whole schools responsibility:

Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support Head Teacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents / carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non-teaching staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher on how pupils and parents / carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents / carers, staff and the wider community can be expected to be treated.

### ***Information and Resources***

We ensure that the content of this policy is known to all staff and Governors and as appropriate to all pupils and parents.

All staff and Governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### ***Religious Observance***

We respect that religious beliefs and practice to all staff pupils and parents and comply with reasonable requests relating to religious observance and practice.

### ***Staff Development and Training***

We ensure that all staff including support and administrative staff receive appropriate training and opportunities for professional development both as individuals and as groups or teams.

### ***Breaches of the policy***

Breaches of the policy will be dealt with in the same ways that breaches of other school policies are dealt with as determined by the Head Teacher and Governing Body.

### ***Monitoring and Evaluation***

In order to meet our general duties, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duties across its functions.
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

Admissions, attendance, attainment, exclusions and prejudice related incidents.

Our objectives will detail how we ensure equality is applied to the services listed above. However where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

Information regarding equal opportunities will be reported to parents via our website and sit within our School improvement Plan and therefore be reviewed as part of this process.

**Written by all staff June 2012**

**Ratified by Governors**

**To be reviewed June 2014**