

# Equality Policy Statement and Objectives

## Introductory notes

The Equality Act 2010 was introduced fully in April 2011 and there is no longer a requirement that schools should draw up and publish equality schemes or policies. However, it is still good practice for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives. We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the 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.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty. The protected characteristics for the schools provisions are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and Civil Partnerships (not applicable to pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils. We will have due regard to advancing equality of opportunity including making serious consideration of 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 protected characteristics 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 activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard':

- awareness – all staff know and understand what the law requires
- timeliness – implications considered before they are implemented
- rigour – open-minded and rigorous analysis, including parent/pupil voice
- non-delegation – the PSED cannot be delegated
- continuous – ongoing all academic year
- record-keeping – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

### **Legal framework**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010.

### **Guiding principles**

#### **Principle 1:**

All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value.

#### **Principle 2:**

We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

#### **Principle 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 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, and women and men, and an absence of sexual, homophobic and transphobic harassment
- positive attitudes and understanding of those women pregnant or during maternity.

#### **Principle 4:**

We observe good equalities practice in staff recruitment, retention and development We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

**Principle 5:**

We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

**Principle 6:**

We consult and involve 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 consult and involve all sectors of the school community.

**Principle 7:**

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.

**Principle 8:**

We base our practices on sound evidence. We maintain and publish quantitative and qualitative information about our progress towards greater equality.

**Principle 9:**

Objectives. Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

**The Curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine guiding principles.

**Ethos and organisation**

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

- pupils' progress, attainment and achievement
- pupils' 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. There is guidance in the staff induction on how prejudice-related incidents should be identified, assessed, recorded and dealt with. In essence, these incidents are recorded using CPOMS, but are 'tagged' differently from other behaviour incidents, in order for a clear overview to be gained – in order to inform planning and education of the school population. We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

### **Roles and responsibilities**

The Trustees of Lingfield Education Trust and local governing body (LGB) is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. An identified member of the governing body has a supporting role regarding the implementation of this policy (Chair of Governors – CoG).

The executive headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- respond to prejudice-related incidents that may occur
- incorporate the principles of this policy into the curriculum
- keep up-to-date with equalities legislation relevant to their work.

### **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 their parents and carers. It is posted on the school website. All staff and governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

### **Breaches of the policy**

Breaches of this policy will be dealt with in line with the schools disciplinary policy.

### **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school. The monitoring and evaluation of this area of the school's work is undertaken jointly by the Executive Head Teacher and chair of the LGB.

# Equality Objectives

**Date of Implementation:** March 2023

These objectives have been set by the leadership of the school after consultation with staff and governors. These objectives are monitored by the governing body and will be reviewed every two years or before if necessary.

Equality Strand	Objective	Responsible Person	Time Frame	Monitoring Arrangements	Success Indicators
Religion	Ensure major religious celebrations are included in the assembly overview	SLT Teaching staff	January 2024 onwards	SK	Full programme of religious festivals promoted across year
Gender Identity	Ensure toilet facilities meet the needs of those who do not wish to be segregated by gender – adults and children	ZB	January 2024	SK	Toilet facilities flexibly used to allow mixed gender usage at all ages
All	To make sure staff are aware how all ethnicities are performing academically through termly data analysis	ZB	January 2024 onwards	Governors	Barriers to achievement of ethnic groups identified and tackled to improve achievement for all
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	SK Teaching staff	January 2024 onwards	ZB	Increase in pupils' participation, confidence and understanding of different roles in the wider world
All	To ensure children are respectful of others regardless of their race, gender, disability or other factor through Relationship Education Curriculum	SK	September 2024 onwards	ZB	Discriminatory incidents in school will be minimal  Children will show respect to all, regardless of their background.

Lingfield Education Trust also publishes 'Trust Level' Equality Objectives, which can be reviewed at <https://www.lingfieldeducationtrust.com/trust-policies>.

Executive Head Teacher: 