

Part of the Slough and East Berkshire CofE Multi Academy Trust
Lynch Hill School Primary Academy

Equalities Policy

‘Learning Together’
We Aspire Achieve Respect;
We Aim High, Work Hard, Care Deeply



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Position	Headteacher
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Equality Information and Objectives

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1. Introduction and aims

Our school is committed to meeting its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it in line with the legislation and guidance (see point 2).

At Lynch Hill School Primary Academy we aim to:

- Positively transform individual and shared circumstances, perceptions, attitudes and relations.
- Challenge and eliminate discrimination and harassment of any kind
- Promote equal opportunities for all pupils by ensuring equal access to the curriculum and physical access for all, within reason
- Deliver high quality education for all pupils that reflects the diversity of our local community and society and reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.
- Promote tolerance, understanding and empathy
- Prepare pupils for full participation in modern Britain
- Create a strong school ethos where individuals are valued within a clear moral framework, to raise achievement and promote self-esteem and mutual respect
- Challenge behaviour and attitudes which impair the achievement of others
- Ensure that equal opportunities permeates all aspects of other policies and practices
- Create a welcoming environment for all visitors including those with disabilities
- Give opportunities to all pupils to discuss all aspects of life including bullying, racism, sexism, sexuality and disability in a safe environment

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that minority groups are given equal opportunity this policy will prioritise the following groups:

Disabled persons - We follow the social model of disability which means that we understand that the barriers which prevent disabled people from securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness, where any of these are substantial;

With regard to race equality we define perceived acts of racism, worthy of investigation as "any incident which is perceived to be racist by the victim or any other person". This is antagonism towards, or less favourable treatment of anyone from a different race;

Any member of the LGBTQ community e.g. lesbians, gay, bisexual, transgender and questioning people;

With regard to religion we actively support the rights of all to practise their belief or non-belief equally.

3. Roles and responsibilities

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- That procedures and strategies related to the policy are implemented
- The School complies with all equalities legislation relevant to the school community
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- Ensure the named Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

- Seek to ensure that people who share a protected characteristic are not discriminated against when applying for jobs at school.

The Headteacher and SLT will:

- Along with the Governing body, provide leadership and vision in respect of equality and diversity
- Collect, analyse and evaluate a range of data relating to attendance, behaviour, achievement and results from parent/pupil questionnaires. This will ensure that all pupils are making the best possible progress and that no group of pupils is underachieving, and feedback from parents and pupils is used to inform future policies.
- Welcome all applications to join the school, whatever background or minority group a child may come from.
- Seek to ensure that no child is discriminated against whilst at school on account of their gender, religion or race by ensuring access to the range of curriculum, and with regards to school uniform. Discussions regarding the impact of a child's religion on school uniform will be dealt with individually, sensitively and with respect for each child's cultural traditions
- Take appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non-belief
- Support parents to become involved in their children's education
- Consider and strive to overcome barriers to parents' involvement (e.g. work commitments, non-resident parents, and lone parents).
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to stakeholders

The staff at Lynch Hill will:

- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping
- Never discriminate on grounds of race, disability, or other equality issues
- Keep up to date with equalities legislation by attending training events organised by the School
- Understand, value and celebrate diversity
- Challenge stereotypes, and prejudices.
- Treat others as their equals.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

All Parents/Carers are responsible for:

- Their children's education
- Being aware of, and complying with, the principles of the Equalities and Cohesion Policy
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management, including the Governors

- Understanding the ethos of the School and becoming involved in School life (i.e. open days, informal discussions with staff, parent evenings).

All Students are responsible for:

- Being aware of and complying with the principles of the Equalities and Cohesion Policy
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality issues
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of School
- Understanding, valuing and celebrating diversity
- Challenging stereotypes, and prejudices.
- Treating others as their equals.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

All staff are expected to deal with racist and other bullying incidents in line with school policy; to know how to identify and challenge racial, gender and cultural bias and stereotyping; to support pupils for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work. In our monitoring of behaviour, for example we take note in a recorded incident of each individual child to ensure that any poor behaviour is not linked to discrimination

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Share achievement data on a termly basis with governors and school staff showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement; implement actions in response
- Have evidence available if required for identifying improvements for specific groups (e.g. declines in behaviour incidents)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes the teaching in RE and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Visiting other places of worship during the school year and organising school trips and activities based around the local community
- Establishing partnerships with other schools and specialist organisations through sporting, musical and academic activities so that our children meet pupils of different backgrounds.

7. Equality objectives

Objective 1:

To identify initial gaps in performance of different groups and address them.

In particular, during 2019/20, we will be looking to increase the % of boys achieving the expected standard in reading and writing at the end of KS2 and the % of girls achieving expected in maths so that there is no more than a 5% differential.

We will look to narrow the gap between White British performance at the end of KS2 and other groups.

We will look to narrow the gap between LHSPA SEN performance and national SEN performance at the end of KS2.

We will also look to narrow the gap between LHSPA Pupil Premium and LHSPA non-Pupil Premium. Success will be measured through data analysis and clear evidence of a narrowing of gaps.

Why we have chosen this objective: To ensure that appropriate interventions and support are in place for those children who require additional support.

Objective 2:

To ensure that our curriculum promotes understanding, awareness and compassion for others, and challenges stereotypes. Success will be measured by a reduction of at least 20% in the number of behaviour incidents linked to stereotyping and derogatory name calling.

Why we have chosen this objective: To support our overall school commitment to our moral, school and British values.

Objective 3:

To ensure that displays and other information from all curriculum areas recognise and celebrate the value of our diverse society. Success will be measured by at least 90% of pupils reporting that they feel safe, understood and valued at school.

Why we have chosen this objective: As an extension of Objective 2, to continue our overall school commitment to our moral, school and British values

Objective 4:

To ensure a variety of opportunities are given for celebration of achievement events, parents information and consultation meetings. Success will be measured by at least 80% of parents reporting that they feel informed and involved in their child's learning and that Lynch Hill offers accessibility for all.

Why we have chosen this objective: To ensure there are multiple and varied opportunities for parents to be involved in their children's learning and celebration of their achievements, so that there is accessibility for all.

8. Monitoring arrangements

The governing body will update the equality objectives we publish, described in sections 7 above, at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour Policy
- Anti-Bullying Policy
- Pedagogy Policy
- Curriculum Policy
- Pupil Premium Strategy
- SEND Policy
- Local Offer