



## **Lindow Community Primary School**

### School Policies

### Control Sheet

Policy: **Equality Information and Objectives Statement**

Policy Type: **Statutory**

Author: **Headteacher**

Owner: **Headteacher**

Approved by: **Governing Body**

Reviewed: **Annually**

## **Policy: Publication of Equality Information and Objectives**

### **1. Aims**

At Lindow we aim to provide an environment free from discrimination that offers an equality of access and treatment to all.

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, sexual orientation, gender reassignment, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination and The Equality Act 2010

### **2. Objectives**

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

### **3. Race Equality**

#### **3.1 Introduction**

It is the schools statutory duty to promote race equality as directed in the Race Relations Act 2000. The Code of Practice in the Appendix of that Act came into practice on 31st May 2002.

It is also this school's intention that this is one of our key areas in our everyday practice and a central area in our core beliefs and ethos.

By openly and genuinely following the path of promoting race equality we aim to:

- meet all the pupils' needs, encouraging them to achieve their full potential, and raise educational standards
- take specific action to tackle any differences between racial groups in terms of their attainment levels and progress, in the use of disciplinary measures against them, in admissions, or in assessment
- create a positive atmosphere, where there is a shared commitment to value diversity and respect difference

- challenge and prevent racism and discrimination, and promote good relations between people from different racial groups
- prepare pupils to be full citizens in today's multi-ethnic society
- aim to employ a staff whenever suitable that reflects and develops the perceptions of the community we serve
- continue to improve staff morale
- avoid losing able staff
- make full use of the skills and ideas among people from different racial groups.

Our general aim is to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between persons of different racial groups.

We aim to achieve these aims through our policy for promoting equality outlined herein.

### **3.2. Pupils' Attainment and Progress**

This area is and always will be analysed with the ethnicity of pupils being looked at to ensure any patterns of underachievement are addressed.

### **3.3. Curriculum Teaching and Learning**

It will always be our endeavour to ensure that any language or cultural needs are addressed through our curriculum, teaching and learning.

### **3.4. Promoting Good Race Relations in the School and the Local Community**

It is always a priority to ensure this is the case. This is actively pursued at Lindow and in a predominantly mono cultural area it is seen as a priority to emphasise this in order to avoid prejudice and fear.

### **3.5. Care and Assessment**

The way we care for the individuals at our school is a main strength and our central concern. This covers all individual needs and specific requirements. Assessment of needs and progress is part of this process. As a matter of course racial discrepancies or cultural needs will always be addressed.

### **3.6. Staff Recruitment and Career Development**

The governors of the school will always ensure through monitoring the equality of recruitment and career development.

### **3.7. Pupil Behaviour, Discipline and Exclusion**

Any racial or cultural issues identified will be assessed and dealt with via an action plan as required.

### **3.8. Racial Harassment and Bullying**

A record book is held by the Headteacher to record such incidents. These are recorded using the Incident sheet (see Appendix 1 of this document). This is reviewed by the Headteacher and Chair of Governors annually.

### **3.9. Admission and Transfer Procedures**

We adopt the local authority procedures that take race equality procedures on board. The Headteacher is responsible for ensuring equality of opportunity in this area.

### **3.10. Members of the Governing Body**

When recruiting new members to the governing body, all efforts will be made to ensure that the cultural diversity of the governors reflects the community they serve wherever possible.

## **4. Gender Equality**

### **4.1. Legislative Context**

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

### **4.2. The General Duty**

In accordance with our school's ethos and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Lindow Primary School has due regard for the need to, and works to:

1. Eliminate unlawful sexual discrimination
2. Eliminate sexual harassment
3. Promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator.

We understand 'sex' to refer to the biological differences between males and females and 'gender' to refer to the wider social roles and responsibilities that structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage that are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice from the local authority.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

### 4.3. The Specific Duties

We are working to develop our understanding of the major gender equality issues in our school's functions and services. To do this we:

- collect and analyse school data and other gender equality relevant information
- consult all staff, pupils, parents and relevant local communities
- review all our school policies and practices to assess the ways in which they might impact on gender equality
- ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- assess and address the causes of any gender pay gap.

### 4.4. Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Gender Equality Policy.

**The school governors** are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews a Gender Equality Policy and, in particular, the employment implications of meeting the Duty.

**The Headteacher works with the Senior Leadership Team** to ensure that:

- the Policy is implemented
- staff recruitment, training opportunities and conditions promote gender equality
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty
- existing and planned policies are assessed for the ways in which they impact on gender equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
- incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy.

**All staff** have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and

extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

**Pupils and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do visitors to the school.

We believe that having this gender equality policy will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services that meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce.

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, gender reassignment, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

#### **4.5. Breaches of the Gender Equality Policy**

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

## 5. Disability Equality

### 5.1. Introduction and Definitions

This policy reflects directly the key duties on schools consequent to the 'Equality Act, 2010'<sup>1</sup> and the 'Special Educational Needs and Disability Act, 2001' which extended the 'Disability Discrimination Act, 1995' to cover education. Cheshire East Council has prepared (and issued to schools) guidance on the obligations placed on schools by the 'Equality Act, 2010' and this has informed the preparation of this policy, a copy of the guidance is presented for information as an Appendix.

The key principles that have been followed in developing this policy are:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage; and
- to plan to increase access to education for disabled pupils.

This policy also relates to the School's adherence to the three principles set out in the *National Curriculum Inclusion Statement*<sup>2</sup>, namely:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs; and
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The School adopts and follows the definitions of people with disabilities, as set out in the 'Disability Discrimination Act, 2005', namely individuals with:

- learning disabilities,
- mental health conditions,
- mobility impairments,
- blind and partially-sighted people,
- deaf and hearing-impaired people, and/or
- progressive long-term health conditions.

It is the Governing Body's aim to include all pupils, regardless of their disability, in all areas of the curriculum and, wherever practicable and in their best interests, to be taught in lessons alongside their peers, and to promote social inclusion for all our pupils.

The Governing Body is also aware of its wider disability equality responsibilities to its staff, to parents and families and to other visitors to the School, regardless of their disability, and will take all practicable steps to respond to any special needs.

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<sup>1</sup> See: <http://www.legislation.gov.uk/ukpga/2010/15/contents/enacted>

<sup>2</sup> See: <http://webarchive.nationalarchives.gov.uk/20090815203352/http://curriculum.qcda.gov.uk/key-stages-1-and-2/inclusion/statutory-inclusion-statement/index.aspx>

Given the interaction between disability equality and other statutory equality obligations on schools, this policy should be interpreted and applied with reference to other policies, not least:

- Accessibility Plan
- SEN Policy
- Health and Safety Policy
- Equal Opportunity Policy

## **5.2. Promoting Positive Attitudes towards Disabilities**

The promotion of a positive attitude towards people with disabilities is central to the School's inclusive ethos. Wherever practicable, the School promotes this attitude to all.

Any pupil with disabilities or SEN is a full member of a class commensurate with their learning needs and abilities and share as many lessons as is practicable with the rest of the class. This inclusive ethos not only enhances the School experience for the disabled pupil, but also helps to challenge discrimination and prejudice towards pupils (and others) with disabilities from their peers, fostering a community that is caring and respectful towards all its members.

The PSHE and Citizenship components of the curriculum and the national SEAL (*Social and Emotional Aspects of Learning*) initiative are used across the School to promote the understanding of disabilities among pupils, staff and others.

Staff working directly with pupils with disabilities or SEN are given information and training on how best to support those pupils' needs. For the more unusual or profound disabilities external specialists are asked to advise and guide staff.

## **5.3. Preventing Discrimination**

In accordance with the 'Equality Act, 2010', the 'SEN and Disability Act, 2001' and the 'Disability Discrimination Act, 1995', the School makes every effort not to discriminate against any pupil attending the school.

We facilitate access for all pupils, wherever practicable, to the curriculum, social activities and the school environment. When pupils, due to their particular needs, are unable to access the normal curriculum or social activities, alternatives are developed so that these pupils are fully included. Support is timetabled to meet the needs and disabilities of pupils and a practical approach given to the learning environment accommodating their needs.

The School also operates in accordance with the 'Disability Discrimination Act, 1995' as set out in the School's Equal Opportunity policy, when recruiting and employing staff, so as not to discriminate against the employment of adults with disabilities.

## **5.4. Equality of Opportunity**

### **The Curriculum**

Where practicable, all pupils irrespective of any disability are fully involved in the full school curriculum, including access to P.E and practical subjects. All pupils with special educational needs (SEN) also receive appropriate learning support, provided by teaching assistants and / or from external specialists (eg speech and language, visual and hearing impairment services). Participation in formal



assessments (SATs) by pupils with SEN is supported in line with guidance to maximise access and achievement.

### **The School Environment**

Lindow School is on a single level, affording ease of access to all areas of the School for everyone, irrespective of any disabilities.

The School includes a specialised 'hearing impaired resource base' (HIRB), staffed by two 'teachers of the deaf' and one specialist 'teaching assistant of the deaf', whereby the teaching and learning of hearing impaired pupils is facilitated, but such pupils are, wherever practicable and most appropriate, fully included in all elements of school life. The wider School building has been equipped with hearing equipment in response to these children's specific requirements.

### **Extra-curricular and Social Activities**

All pupils, irrespective of their SEN, are encouraged to take part in extra-curricular activities and events. Staff organising school visits and trips give due consideration to the needs of pupils with SEN in order to give all pupils the opportunity to take part. Mobility and other medical concerns are considered when any visit or trip is planned and appropriate provision made.

### **5.5. Preventing Bullying and Harassment**

The staff of the School makes every effort to prevent and eliminate bullying or harassment of any member of the school community – pupils, staff and visitors.

Pastoral support in the school is provided to all pupils by all staff and lead responsibility for this support across the School is attributed to the Head teacher. The pastoral systems within the school operate procedures to deal with incidents of harassment and bullying, in accordance with the School's Behaviour for Learning Policy, its Racial Equality Policy and its Child Protection Policy.

The school recognises that pupils with disabilities can be particularly vulnerable to harassment and bullying from their peers. All incidents of harassment and bullying are treated seriously, formally recorded in the incident reporting systems, and specific action taken to ensure that the victim is supported fully. Support is also offered to the pupil(s) instigating harassment and bullying. Such measures are instigated by the appropriate adults to prevent any further occurrences of similar inappropriate behaviour.

Harassment by staff, whether directed towards pupils, other members of staff or visitors, is treated very seriously. In particular, all allegations are recorded and are investigated by the Headteacher (or Deputy Head teacher). Any allegations against the Headteacher, made by pupils, staff or others, are recorded and investigated by the Chair of Governors. If appropriate, the policy is that any member of staff facing serious allegations is suspended whilst the allegations are being investigated, in line with Cheshire East's personnel policies and practices.

## **6. The Role of Governors**

The Governing Body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The Governing Body seeks to ensure that all people and groups are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The Governing Body will ensure that the school complies with all legislation regarding equality.

The Governors welcome all applications to join the school, whatever background or disability a child may have.

The Governing Body ensures that no child is discriminated against while in our school on account of their sex, sexual orientation, gender reassignment, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion or gender reassignment affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions and emotional wellbeing.

## **7. The Role of the Headteacher**

It is the Headteacher's role to implement the school's equal opportunities and anti-racist policy and he is supported by the Governing Body in so doing.

It is the Headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The Headteacher treats all incidents of unfair treatment and any racist, homophobic or transphobic incidents with due seriousness.

## **8. The Role of the Class Teacher**

The Class Teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In

geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice, racism homophobia or transphobia. We record any serious incidents in the school log book, and draw them to the attention of the Headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

## 9. Monitoring and Review

It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

With all this in place, we believe that an equality of access, treatment and self-esteem shall be maintained and actively encouraged at all times. We believe that we are providing an environment for children and adults alike, free from discrimination of any type.

## Appendix 1

## Lindow Primary School

### Racist Incident Recording Sheet

<p>Date of incident:</p> <p>Place incident occurred:</p> <p>Member of staff/pupil/parent/carer reporting (not recording) incident (please specify status):</p>
<p>Name/s of victim/s:</p> <p>Class: _____ Year: _____</p> <p>Gender: M                      F</p> <p><i>Please circle. If there is more than one victim, please put the numbers next to the tick.</i></p> <p>Ethnic background: <i>Please specify</i></p>
<p>Name/s of perpetrator/s:</p> <p>Class: _____ Year: _____</p> <p>Gender: M                      F</p> <p><i>Please circle. If there is more than one perpetrator, please put the numbers next to the tick.</i></p> <p>Ethnic background: <i>Please specify</i></p>
<p>Type of incident: <i>select one only by circling appropriate reason</i></p> <ol style="list-style-type: none"> <li>1.      Physical assault</li> <li>2.      Threatening behaviour: jostling, gestures, damage to personal property</li> <li>3.      Verbal abuse (direct): name calling, insults and racist jokes</li> <li>4.      Verbal abuse (indirect): ridiculing somebody because of their cultural differences (e.g. dress, food, faith, music)</li> <li>5.      Racist graffiti</li> <li>6.      Wearing racist badges or insignia (or similar provocative behaviour)</li> <li>7.      Incitement of others to behave in a racist way e.g. bringing racist material into school</li> <li>8.      Racist comments in the course of discussions in lessons</li> <li>9.      Attempts to recruit to racist organisations or groups</li> <li>10.     Refusal to co-operate with the other people e.g. because of their colour, ethnicity, language, accent etc</li> <li>11.     Other (please specify)</li> </ol>

Details of Incident *(including views of those involved and events leading up to incident)*

*Please attach any written pupil statements*

Actions Taken: Victim/s

Member/s of staff involved

Action Taken: Perpetrator/s

Member/s of staff involved

Reporting *(please circle as appropriate)*

Victim's parents/carers contacted	Y	N	Date
Perpetrator's parents/carers contacted	Y	N	Date
Governing Body notified	Y	N	Date
Other staff informed	Y	N	Date
Local Education Authority notified	Y	N	Date
Police notified	Y	N	Date
Other agencies involved	Y	N	Date

Details recorded by:

Position:

Signature:

Date:

Headteacher's signature:

Date:

## **Appendix 2: Disability Equality**

Lindow Community Primary School adheres to Cheshire East Council's Equality and Diversity strategy published here...

[https://www.cheshireeast.gov.uk/council\\_and\\_democracy/council\\_information/equality-and-diversity/equality-and-diversity.aspx](https://www.cheshireeast.gov.uk/council_and_democracy/council_information/equality-and-diversity/equality-and-diversity.aspx)