

# Lyons Hall Primary School

## Equality & Disability Policy

## **Legal Framework**

We welcome our duties under the Public Sector Equality Duty 2011 to:

- eliminate unlawful discrimination
- promote equality of opportunity
- foster good relations between people who share a protected characteristic and those that do not.

## **Mission Statement**

In accordance with the school's commitment to fulfilling our obligations cited in the Legal Framework above our mission statement is:

*Lyons Hall Primary School is committed to the development of every individual and in such an environment there is no place for discrimination on any grounds. It therefore proclaims its commitment to promoting equal opportunities and affirms that within Cornelius no-one will receive less favourable treatment than others.*

*Each member (pupil, staff, governors, parents and community members) of the school will endeavour to support this declaration by contributing personally to the creation of a happy and caring environment and by showing respect and appreciation of each other.*

## **Aims**

In accordance with the school's commitment to fulfilling our obligations cited in the Legal Framework above our aims are:

1. To help all students to understand the responsibilities of all individuals within our society and to develop the full potential, academic and social, of each student in a mutually supportive and tolerant environment.
2. To equally respect the human rights of all our pupils, educate them about equality and to respect the equal rights of our staff and other members of the school community.
3. To ensure that the attitudes, actions and institutional structures support each person equally and do not discriminate on the grounds of:-
  - i. disability
  - ii. gender
  - iii. ethnicity
  - iv. ability
  - v. sexual orientation
  - vi. religion
  - vii. marital status
  - viii. economic circumstances
  - ix. social background
  - x. Geographic al location
  - xi. Travellers, refugees and asylum seekers

4. We will assess our current school practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:
  - i. ethnicity,
  - ii. religion or belief,
  - iii. socio-economic background,
  - iv. gender and gender identity,
  - v. disability,
  - vi. sexual orientation, and
  - vii. age.
  
5. We will promote community cohesion at school (local, national and global levels) comparing our school community to its local and national context and implementing all necessary actions in relation to:
  - i. ethnicity,
  - ii. religion or belief, and
  - iii. socio-economic background.

### **Statutory requirements**

The equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010. The access plan below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan below addresses our duty under the Education and Inspections Act 2006.

Equal opportunities for all, irrespective of disability

The aim of the school is to make all areas of the school and curriculum accessible to all. The School’s Access Plan aims to make all areas physically accessible.

Support staff will be deployed to assist pupils in support of the accessibility plan.

The school will endeavour to ensure that appropriate support is in place to enable pupils identified as disabled under the Disability Discrimination Act 2005 to access the full curriculum and wider life of the school.

Anywhere this cannot take place can only be on the grounds of health and safety. School staff will receive appropriate training in order to enable them to support pupils in an appropriate way.

Parents/Carers and pupils will be consulted in devising appropriate plans to further support pupils.

Equal opportunities for all, irrespective of gender

The curriculum at Lyons Hall Primary School aims to counter sexism by eradicating biased language and assumptions and avoiding stereotyped books and resources. Staff at Lyons Hall Primary School are encouraged to re-orientate the biases frequently found in subjects themselves by, for example, studying women in history and literature by both male and female writers.

Boys and girls follow the same curriculum and full counselling is offered on the choice of options which is completely gender-free.

Equal opportunities for all, irrespective of ethnicity

The Race Relations (Amendment) Act 2000 places a general duty on public authorities, including schools, to be proactive in promoting race equality. We believe that at Lyons Hall Primary School we actively promote equality of opportunity and good relations between persons of different racial groups:

We keep each curriculum or area under review in order to ensure that teaching and learning reflect the mission statement and aims of the school.

The curriculum at Lyons Hall Primary School gives equal value to the standing of the various cultural traditions which make up Britain's multicultural society.

The staff at Lyons Hall Primary School believe that such a multicultural curriculum is not enough to counter racism and that they are committed to a curriculum that challenges racism and that is in essence anti-racist.

Any incidents in the school which could be interpreted as "racist" will be recorded by the Headteacher (ECM) and logged with the L.A. in line with their reporting system.

All students are aware of the seriousness of racist abuse. No racist comments will be tolerated. Any student making such a comment will be interviewed by the appropriate Subject Area Leader and Pastoral Leader need to make sure that any incidents are recorded in the school log. An annual return recording any such incidents is made to the L.A.

### **Implementation through Curriculum and Pastoral Program**

Curriculum/Pastoral programme

All departments are required to produce and adhere to their own equal opportunities policy.

Lyons Hall Primary School affirms its belief that the whole curriculum will be permeated with an anti-racist, anti-sexist and disability-aware perspective so that both through overt lessons and the hidden curriculum students are encouraged to become tolerant individuals genuinely free of race, class, gender and disability bias.

It is the responsibility of all staff to ensure that all student names are recorded and pronounced correctly. The P.S.H.E. programme will include activities to encourage pupils to avoid stereotyping in their thinking about themselves and their peers.

The pastoral programme will complement and reinforce the school's policy on equal opportunities.

### **Community Cohesion**

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the school community compares with the wider community, both locally and nationally.

- Ethnicity/culture context of the school (local and national)  
Majority of White British Ethnicity with a small percentage having parents/being born outside of European

- Religion/belief context of the school (local and national)  
The majority of pupils are of a Christian religion.

## **Responsibilities**

Governing Body is responsible for:

The governors as a whole are responsible for:

- Ensuring the school complies with the relevant equality legislation
- Ensuring the school Equality Statement and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually

The Headteacher is responsible for:

- Drawing up, publishing and implementing the school's equality objectives
- Ensuring steps are taken to address the school's stated equality objectives;
- Ensuring the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- Producing regular information for staff and governors about the plans and how they are working;
- Making sure all staff know their responsibilities and receive training and support in carrying these out; and
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- Promoting equality and community cohesion in their work;
- Avoiding unlawful discrimination against anyone;
- Fostering good relations between groups; and
- Dealing with prejudice-related incidents;
- Being able to recognise and tackle bias and stereotyping;
- Taking up training and learning opportunities.
- Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- Promoting racial equality and good race relations and not discriminating on racial grounds
- Keeping up-to-date with race relations legislation by attending training and information events organised by the school, L.A. or other agency

All Teaching staff have responsibility for:

- Ensuring that pupils from all racial groups have full access to the curriculum
- Promoting racial equality and diversity through teaching and through relations with pupils, staff, parents and the wider community

## **Breaches of the Policy**

We will consider every breach of the policy in the light of the particular circumstances, and if pupils were involved taking into account their age and the nature of the breach.

We will call on support from the L.A, Police or other agencies as appropriate.

### **Health and safety of children and young people**

The physical and mental well being of children and young people is fundamental to the practice of this policy. Lyons Hall Primary School will work to ensure that pupils feel able to express their concerns about verbal and/or physical abuse in order that the issues can be dealt with in a constructive and coherent way. A young person's concerns will always be taken seriously.

### **Pastoral care and support for pupils**

The Headteacher (ECM/Pastoral) is responsible for the pastoral care and support of pupils who have experienced racial abuse and/or physical abuse and for the support and progress of those involved.

#### **All visitors and contractors are responsible for:**

- following relevant school policy.

### **Monitoring and Evaluation**

Lyons Hall Primary School's equal opportunities policy is monitored by the Governors who, with representatives of the teaching, support staff and pupils, undertake a regular programme of monitoring and evaluation of the Equal Opportunities Policy.

Any patterns of inequality found as a result of assessment of the Equality action plan will be used to inform future planning and decision making.

An annual report on progress made against the objectives will be published publically.

### **Publication and review**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request.

The scheme will be kept under regular review for three years.

### **Reporting on progress and impact**

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year, i.e. July 2011, 2012 and 2013. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

### **Staff Development**

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements.

Staff handbooks and regular Equality professional development activities, led by the Headteacher for professional development, are available for all members of staff. Through this the Headteacher and Governors recognise the skills of all staff (teaching and support), teaching them to deal with issues of equality and offer support to them in the implementation of this policy and staff development

## How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the following data/documents
  - SEF
  - IEP's
  - SDP
  - SIP
  
- ii. and from involving relevant people (including disabled people) from the start in the following way:
  - Governors
  - Parents
  - Members of Staff both Teaching and Non Teaching
  - Pupils
  - Pupils with SEND
  - Pastoral Leaders
  - Members of the SLT

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
  - ethnicity,
  - religion or belief,
  - socio-economic background,
  - gender and gender identity,
  - disability,
  - sexual orientation and
  - age.

## Equality Objectives

Create annual report which analyses exclusions, attendance, achievement and School community involvement by gender, ethnicity, EAL and social background and SEN.
Take action to address any disparities between different groups of pupils and include in Headteacher's report to Governors.
Raise awareness of disability, diversity and cultural differences through a programme of assemblies and skills day.
Staff CPD to develop: <ul style="list-style-type: none"><li>• EAL class teaching</li></ul>

- Understanding of the needs of the named groups
- Staff awareness that sexist and homophobic behaviour is unacceptable
- Opportunities for all staff (teaching and non teaching) to reflect on their own views in relation to statutory requirements
- Understanding of how to promote the use of the home language in learning

- Reinforce to students, in assemblies and tutorial, that, as well as racist behaviour, sexist and homophobic behaviour is unacceptable
- Include references to homophobic and sexist behaviour in incident reports and agree appropriate sanctions

Monitor parental involvement of parents at Parent's Evenings and target underrepresented groups of parents and sections of the community to increase attendance at School events.

Raise awareness of national and local help lines that are provided for different groups.