



Lea Community Primary School

Equality Policy

Reviewed: Summer 2024

Review Date: Summer 2025

1. Statement of Principles

This is the commitment of the staff, pupils and governors of Lea Community Primary School to ensure that equality of opportunity is available to all members of the school community as set out in our mission statement. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Trustees
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Lea Community Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, marriage, age or any other recognized area of discrimination.

Our beliefs are enshrined in our Mission Statement and in our core values of: Responsibility, Empathy, Honesty, Determination, Resilience, Respect, Courage, Kindness, Pride and Tolerance.

2. School in Context (2023/24 data)

Gender balance (2023/24 figures)

Total	253
Boys	123
Girls	130

Ethnic heritage (2023/24 figures)

	TOTAL
White British	188
White Any Other Background	16
Mixed Any Other Background	19
Asian or Asian British- other Asian Background	5
Black - African	4

Any other Black background	2
Chinese	1
Indian	6
Pakistani	3
Any other ethnic group	4
Do not wish to record an ethnic background	5

45 pupils with English Additional Language (EAL)

Special Educational Needs (2023/24 figures)

SEN support	32
EHCP plans	5
Children looked after	3

School Governors

- No Governors or staff are known to have a specific disability.

School Accessibility

The majority of the school is at one level and is wheelchair accessible. There is a toilet accessible to disabled pupils, staff and visitors. Adjustments are made to class seating to accommodate pupils with any hearing or visual impairments.

Any adaptations for visual/hearing impaired pupils would be made as assessed to be necessary.

3. Ethos and Atmosphere

Lea Community Primary School is an integral part of the local community in which it is situated which places a great importance on a shared community. People of other faiths and no faith are made welcome and pupils and their families encouraged to share their family traditions and special celebrations.

- At Lea Community Primary School, the leadership of the school community will demonstrate mutual respect between all members of the school community
- There is an *openness* of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- Educational inclusion is about equal opportunities, for all children, whatever their age, gender, ethnicity, attainment and background. It ensures particular attention to the provision made for the achievement of different groups of pupils within a school. We are aware that specific groups of children are more likely to under achieve and/or

suffer discriminatory practice than others within our society and we actively discourage any discriminatory language or discrimination, including homophobic and racial comments.

- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of worship, assemblies, classroom based and externally based activities

Other policies which can be read

- Behaviour management Policy
- Anti-bullying Policy
- Policy for Religious Education
- Policy for Collective Worship
- Policy for Spiritual, Cultural, Moral and Social Education
- Policy for Special Education Needs and Disabilities (SEND)

What do our children say?

School Council-What does equality mean to you?

"Being treated the same no matter what."

"It doesn't matter if you are a different race or worship a different God."

"It doesn't matter what gender a person is, a relationship is about love and respect." "I have a disability (autism) and I am still treated equally."

"It's about being treated fairly...we do that at our school!"

4. Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

Equality Committee

Governors

Staff

School Council

Parents/carers

5. Monitoring and Review

Lea Community Primary is an inclusive school, working towards greater equality in the whole school community. We use the curriculum to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our children.

We make regular assessments of children's learning and use this information to track children's progress, as they move through the school. The 'Lancashire Tracker' is used as a tool to help us collate and analyse our data. As part of this process, we regularly monitor the

performance of different groups, to ensure that all groups of children are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of children where the information suggests that progress is not as good as it should be. Intervention programmes are put in place to aid learning and outside agencies are involved when necessary.

School performance information is compared to national data and local authority data, to ensure that children are making appropriate progress when compared to all schools, and to schools in similar circumstances.

The governing body receives regular updates on pupil performance.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental / carer involvement
- Participation in Extended Learning Opportunities
- Adverse Childhood Experiences (ACEs)

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. Pastoral support is provided for children and families through the work of the pastoral leader and additional counselling support can be bought in.

This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvement.

Our school is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors:

- applicants for employment
- staff profile
- governing body profile
- attendance at training events
- disciplinary and grievance cases
- staff appraisal/performance management
- exit interviews
- return to work interviews

We are mindful of the need for confidentiality in all aspects of data collection.

Our equality objectives which are published separately are based on priority actions identified as a result of the analysis of information.

Due regard is given to the promotion of equality in the School Improvement Plan.

The persons responsible for the monitoring and evaluation of the policy and action plan is the governor for equality in conjunction with the named teacher, Headteacher and equality group.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

6. Developing best practice

Teaching and Learning

We aim to provide all our children with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all children and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for children to appreciate their own culture and religion and celebrate the diversity of other cultures and religions
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop children's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all children when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of children
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all children within Lea Community School. All children are encouraged to improve on their own achievements and not to measure themselves against others. Parents / carers are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all our children.
- Adults in the school provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a very high priority on the provision for special educational needs and disability.
- We will meet all children's learning needs including the more able by carefully assessed and administered programmes of work and through the appointment of a subject leader for this area.
- The school provides an environment in which all children have equal access to all facilities and resources.
- All children are encouraged to be actively involved in their own learning.

- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all children.
- Consideration is given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At our school, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes, promoting positive attitudes to equality and diversity
- Children have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all children have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All children have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within Lea Community School is a high priority. When ordering new resources and materials all staff will consider how they show equality.

These resources should:

- Reflect the reality of a diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Lea Community School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

There is a wide range of activities involving all age groups within the school.

Provision for Bi-lingual Children

We make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Children for whom English is an additional language
- Children who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Equality Badge

Over the past few years, Lea Community Primary School has been working towards gaining the Equality Badge from Lancashire County Council. We have completed a detailed audit which highlighted our strengths and our next steps for development. We decided to work towards the Race, Religion and Beliefs and Disability badges first. Some the actions taken towards gaining these badges were:

- Staff and governors received training on equality issues and how we plan to move the school forward.
- Displays, curriculum and assemblies were reviewed considering all the equality strands.
- Subject leaders reflected on their subjects and where in the curriculum stereotypes could be challenged.
- New books were bought for the library to ensure we are reflective of all equality strands.

Lancashire County Council visited our school for an afternoon. They considered our evidence, observed lessons, met with governors and spoke to the children. We have since been awarded the **Equality Badges for Race, Religion and Beliefs and Disability**. Our next priority is to gain the **Equality Badges for Sexual Orientation and Gender**.

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker children
- All children are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All children/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of children can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include children' access to a balance of male and female staff at

- all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of children
- Access to opportunities for professional development is monitored on equality grounds
- As a community school we adopt LA policies where possible

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all children to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the school's commitment to equality, a group of stakeholders to develop and monitor policy
- Members of the local community are encouraged to join in school activities

7. Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- Governors will review the policy in light of any new legislation or in the light of any assessment of school practice
- The headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

8. Commissioning and Procurement

School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

9. The measurement of impact of the policy

This policy will be evaluated and monitored for its impact on children, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

10. Publicising the Policy and Plan

This document will be published on the school website and made available on request. Parents/carers and other interested parties may request a copy from the school office.

11. Annual Review of Progress

An annual review of progress is undertaken via the headteacher's report to the governing body. The policy has a life span of three years and will be reviewed and revised as part of a three-year cycle.