

## **Lowca Community School Equality of Opportunity Policy and Objectives**

### **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**

In fulfilling the legal obligations cited above, we are guided by nine 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. \*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

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. 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 governing body 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. The 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. 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.

### **Objectives** (Reviewed over 4 years)

1 Develop with staff awareness of how language/vocabulary fosters gender stereotyping and so can disadvantage pupils eg. In role play, or if a child brings a minor injured child to have first aid-calling the boy doctor and the girl nurse can build stereotypes so important to say doctor or nurse for both gender and use terms such as police officer instead of policeman.

2 Audit all school books to remove any literature that has stereotypes such as an atlas that showed people in traditional dress but implied this is what all people in that country would wear.

3 Plan a half termly lesson that explores equality explicitly, for example regarding potential prejudice of age, explore how young and old can achieve great things eg. David in David and Goliath and Captain Tom -fund raiser.

### **Check list for School Staff and Governors**

Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training?

Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?

Does the curriculum include opportunities to understand the issues related to race, disability and gender?

Are all pupils encouraged to participate in school life?

Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils?

Are racist incidents reported to the Governing Body and local authority on a termly basis?

Are visual displays reflective of the diversity of your school community?

Does the school take part in annual events such as Autism week- to raise awareness of issues around race, disability and gender?

Is the school environment as accessible as possible to pupils, staff and visitors to the school?

Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?

Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?

Are procedures for the election of parent governors open to candidates and voters who are disabled?

Signed on behalf of governors.....  .....

Victoria Rawlinson(Chair)      Date...3<sup>rd</sup> March 2021.....

Next review date .....March 2022 ( or earlier in response to new legislation)