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**Equality Policy**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

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| **This document has been approved for operation within:** | **Longton Primary** |
| **Date of last review:** | **November 2023** |
| **Date of next review:** | **November 2027** |
| **Review period** | **Every four years** |
| **Status** | **Statutory** |

# Introduction

1. This policy applies to all aspects of Longton Primary School

2. Longton Primary is committed to promoting fairness and equality in everything that it does, acknowledging the diversity of the people who make up our communities.

3. Equality involves a fair environment in which everyone can participate and is given the opportunity to achieve. Diversity recognises and values differences between individuals and groups to create a positive and inclusive culture for the benefit of our establishments.

4. The team at Longton Primary School believes that every individual within our school has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination.

5. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment, we will actively promote policies and procedures aimed at realising the full potential of every individual. We will endeavour to maximise resources to ensure that opportunities are open to all.

6. This policy does not mean that everyone will be treated equally, but it does mean that everyone should expect to be treated fairly. Different people may be treated in different ways depending on their requirements, needs and abilities.

7. This policy applies to all aspects of Longton Primary Schools operations.

This includes:

* staff recruitment,
* staff promotion, staff training and staff pay;
* the curriculum, teaching and learning and classroom practice;
* pupil admissions and attendance;
* pupil attainment and progress;
* pupil behaviour, discipline and exclusions;
* pupil personal development and pastoral care;
* membership of the Board of Governors; and
* partnerships with parents and communities.

8. This policy is intended to apply to every individual in which the school operates, including visitors when appropriate. Longton Primary School will promote equality of opportunity and eliminate discrimination with particular regard to protected characteristics as outlined by the Equalities Act 2010 and PSED April 2011.

**School in Context** The school serves the village of Longton in Lancashire with many of the children on role travelling to school from the village, however there are children who travel from further afield. The majority of pupils are of white British heritage. We are a single form entry school. We have 12 pupils who the school receives extra funding due to social disadvantage. Currently there are 2 children that have an educational health care plan. Children with additional needs are inline with National averages. School can be accessed by wheelchair and there is a disabled toilet.

# Statutory Framework

9. The Equality Act 2010 replaced all existing equality legislation and provides a single, consolidated source of discrimination law.

10. The different responsibilities on public bodies in relation to equalities have been brought together in to a single ‘Equality Duty’.

11. The Equality Duty is a duty on public bodies to consider the needs of all individuals in their day to day work.

12. The duty covers the following ‘protected characteristics’:

* age (not applicable with regard to learners);
* disability;
* gender reassignment
* marriage and civil partnership;
* pregnancy and maternity;
* race;
* religion/belief;
* sex; and
* sexual orientation.

13. The Equality Duty has two main parts: the ‘General’ Equality Duty and ‘Specific Equality Duty’.

14. The ‘General Equality Duty’ has three aims. It requires public bodies to have ‘due regard’ to the need to:

* eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
* advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
* foster good relations between people who share a protected characteristic and people who do not share it.

15. Having ‘due regard’ means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

16. The ‘Specific Equality Duty’ assists public bodies in responding to the ‘General Equality Duty’.

17. There are two specific duties that public bodies are required to carry out:

* Set and publish one or more equality objectives; and
* Publish annual information to demonstrate compliance with the Equality Duty responsibilities.

# Delivering on the duty

18. All members of Longton Primary have read and adopted this policy.

19. Through this policy Longton Primary will develop, consult on, set and publish ‘Equality Objectives’.

20. Longton Primary will publish an ‘Equalities Statement’ to demonstrate compliance with the Equality Duty.

21. We will report annually to the Board of Governors on the operation and effectiveness of this policy and in particular on the actions taken to ensure achievement of the Equality Objectives.

22. We will produce and publish an Accessibility Plan and ensure appropriate resources are made available to fulfil the requirements of the Accessibility Plan.

23. The board of Governors will undertake an Annual Regulatory Check to ensure compliance with the aims of this policy as well as assist in the preparation of the ‘Equalities Statement’.

24. To fulfil the duty to have ‘due regard’ to equality considerations, an establishment must, whenever significant decisions are being made or policies developed, give thought to equality implications. This means that:

* Decision makers in our school must be aware of this duty when making a decision and assess whether it may have particular implications for people with particular protected characteristics;
* As a school we must consider the equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis;
* The analysis to comply with the duty will be carried out seriously and with an open mind.

25. A template Equality Impact Assessment (Appendix 1) will be completed by the Board of Governors and when required to evidence its duty to have due regard.

26. The Governing Board will ensure that the school complies with the appropriate legislation by ensuring policy and any related procedures are implemented. They will scrutinise the schools approach to equalities to ensure that both the general and specific duties under the equality duty are fully complied with.

27. The Head teacher will implement this policy and any related procedures, ensuring that all staff are aware of their responsibilities.

28. The Head teacher has responsibility to ensure the schools commitment to equality is reflected in:

* the attitudes and behaviour of staff, arranging appropriate training and
* willingness to acknowledge and tackle examples of unacceptable behaviour.

29. All staff must:

* deal with incidents, knowing how to identify failure to provide equality of opportunities, fair treatment and unfair discrimination;
* lead by example with their attitude and behaviour;
* be willing to acknowledge and encourage good practice by people they manage;
* undertake appropriate training to enhance their awareness and ability to promote equality of opportunity for all stakeholders and to tackle discrimination.

30. Parents, visitors and contractors should, where appropriate, be made aware of this policy.

31. All members of Longton Primary School and its community must recognise that each individual has to uphold the law and the principles of fairness and equality.

# Equality Objectives

32. This policy is supported by Equality Objectives, fulfilling our ‘Specific Equality Duty’. These Objectives are reviewed every 4 years in line with this policy.

33. Our objectives are based upon the information we have collected and appropriate priorities.

34. The objectives have been linked to appropriate Strategic Priorities of the school and will be incorporated into the long term plan and Annual Governance Statement to ensure delivery.

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| Equality Objectives: |
| To develop an understanding and tolerance of difference. |
| To close the attainment gaps between all groups with protected characteristics and their peers. |
| To increase participation of protected groups in wider school life, enrichment etc. |
| To maintain tolerant attitudes and lack of homophobic language |

# Annual Equalities Statement

35. We will publish an Annual Equalities Statement and therefore fulfil the ‘Specific Duty’ to publish information to demonstrate compliance with the Equality Duty responsibilities.

37. This information will be published on the school’s websites.

38. Reporting through to external bodies, were required, will be undertaken by the Head teacher and the chair of Governors.

39. A template for the information published within the Equalities Statement is at Appendix 2.

# Monitoring, Evaluations and Review

40. The policy will be promoted and implemented throughout the school.

41. We will monitor the operation and effectiveness of arrangements referred to in this policy throughout Longton Primary School.

42. We will review this policy every four years in consultation with all stakeholders.

# Appendix 1: Equality Impact Assessment

|  |  |
| --- | --- |
| **Policy or Decision:** |  |
| **Carried out by (name and position):** |  |
| **Date:** |  |

Considerations with regard to groups that may be affected:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Groups with protected characteristics | Following consideration it is assessed that this Policy could have a: | | | Positive Impact: Comments | Negative Impact: Please provide details as to why reasonable adjustments are not being made |
| Positive Impact | Neutral Impact | Negative Impact |
| Age (adults only) |  |  |  |  |  |
| Disability |  |  |  |  |  |
| Gender reassignment |  |  |  |  |  |
| Marriage and civil partnership |  |  |  |  |  |
| Pregnancy and maternity |  |  |  |  |  |
| Race |  |  |  |  |  |
| Religion and belief |  |  |  |  |  |
| Sex |  |  |  |  |  |
| Sexual orientation |  |  |  |  |  |

# Appendix 2: Annual Equalities Statement

Meeting our Public Sector Equality Duty in <Year>

Please note this is a completed version can be seen on our website of this form.

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| --- |
| 1. Eliminating discrimination and other conduct that is prohibited by the Equalities Act 2010 |
| Details of relevant training. Details of briefings and meetings (staff or governing board) that discussed responsibilities of the Act. Link to outcomes from the delivery of the Equality Objectives and Action Plan. |
| 2. Advancing equality of opportunity between people who share a protected characteristic and people who do not have it |
| Details of actions taken to remove or minimise disadvantage suffered by individuals who are connected to a particular characteristic. Details of steps taken to meet the needs of a particular characteristic. Details of actions taken to encourage learners who have a particular characteristic to participate in activities. Information about what we are doing to advance equality in response to analysis of data. Link to outcomes from the delivery of the Equality Objectives and Action Plan. Link to outcomes from the delivery of the establishment’s Accessibility Plan. |
| 3. Fostering good relations across characteristics - between people who share a protected characteristic and people who do not share it |
| Details of action within the school to demonstrate tolerance, friendship, shared understanding of religion or cultures, anti-bullying and positive community activities. Link to outcomes from the delivery of the Equality Objectives and Action Plan. |

4. Pupil Profile Data to reflect characteristics – specified in line with data collected on pupils but not so as to breach data protection (to prevent the identification of individuals).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number | % of establishment population | Attendance: <Indicator used> | | Progress:  <Indicator used> | | Attainment: <Indicator used> | |
| National | School | National | School | National | School |
| Special Educational Needs (SEND) | | | | | | | | |
| Numbers identified with SEN |  |  |  |  |  |  |  |  |
| Gender | | | | | | | | |
| Male |  |  |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |  |  |
| Ethnicity and Race | | | | | | | | |
| White British |  |  |  |  |  |  |  |  |
| White Irish |  |  |  |  |  |  |  |  |
| White other |  |  |  |  |  |  |  |  |
| Mixed White and Black Caribbean |  |  |  |  |  |  |  |  |
| Mixed White and Black African |  |  |  |  |  |  |  |  |
| Mixed White and Asian |  |  |  |  |  |  |  |  |
| Mixed – other |  |  |  |  |  |  |  |  |
| Asian or Asian British Indian |  |  |  |  |  |  |  |  |
| Asian or Asian British Pakistani |  |  |  |  |  |  |  |  |
| Asian or Asian British Bangladeshi |  |  |  |  |  |  |  |  |
| Other Asian or Asian British |  |  |  |  |  |  |  |  |
| Black or Black British Caribbean |  |  |  |  |  |  |  |  |
| Black or Black British African |  |  |  |  |  |  |  |  |
| Other Black or Black British |  |  |  |  |  |  |  |  |
| Chinese |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |
| Prefer not to say |  |  |  |  |  |  |  |  |

# Appendix 3: General Info

**Legislation and Guidance**

This document meets the requirements under the following legislation:

* [The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents), which introduced the public sector equality duty and protects people from discrimination
* [The Equality Act 2010 (Specific Duties) Regulations 2011](http://www.legislation.gov.uk/uksi/2011/2260/contents/made), 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.](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

**Race**

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

**Reporting racist incidents in schools**

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

**Disability**

**What is a disability?**

* Disability is a physical or mental impairment which has an effect on a person’s ability to carry out normal day-to-day activities. That effect must be:
  + substantial (more than minor or trivial)
  + adverse
  + long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

**GENDER**

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

**Language**

We recognise that it is important at Longton Primary School that all members of the

school community use appropriate language which:

* Does not transmit or confirm stereotypes
* Does not offend
* Creates and enhances positive images of particular groups identified at the beginning of this document
* 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

**What is the difference between sex and gender**

* Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
* Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

**Sexual Orientation**

**Heterosexism** is any prejudice and discrimination against individuals and groups whoare lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

**Sexual orientation** is defined as an individual's sexual orientation towards people ofthe same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

**Transgenderism and gender re-assignment**

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.

We aim to ensure that every member of the school community is given an equal opportunity to achieve their full potential – each individual is entitled to work and learn in a supportive environment. In order to achieve this we are committed to:

* Equal access and treatment for all.
* Being responsive to changing needs
* Education and informing children and parents about issues in this policy
* Avoiding prejudice
* Promoting a positive self-image and mutual respect regardless of differences
* Ensuring that equality of opportunity permeates the whole curriculum and ethos of our school.
* Using resources and examples which provide a positive image of all groups
* Acknowledging the richness and diversity of British society and to prepare children to their part in this.
* Working to an agreed code of conduct which can be modified, monitored and evaluated according to current best practise in equal opportunities
* Developing a positive attitude to equal opportunity by all staff, children, parents, governors and all who participate in the life of school

We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time which affects instinctive responses.

**Commissioning and Procurement**

Longton Primary School will ensure that we buy services from organisations that comply

with equality legislation. This will be a significant factor in any tendering process.