

LINGEY HOUSE PRIMARY SCHOOL

HEADTEACHER: MRS C T WILKINSON



Equal Opportunities & Discrimination Policy Statement

Sept 2021 – Sept 2025



Equal Opportunities & Discrimination

Policy Statement 2021-25



Introduction

Lingey House understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment, victimisation any other conduct that is prohibited under the Act;
- Advance equality between different persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between different persons who share a relevant protected characteristic and persons who do not share it; and
- Promote mental health and wellbeing.

Wellbeing includes:

- protection from harm and neglect
- physical and mental health
- emotional wellbeing
- social and economic wellbeing

This policy applies to all members of Lingey House Primary School, staff and others using the facilities.

We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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. The Education and Inspections Act 2006 states that schools have a “Duty to promote high standards and the fulfilment of potential” for every child. Schools should “promote the well-being of pupils at the school, and ... promote community cohesion”.

The protected characteristics for the schools provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (Gender)
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data to monitor the progress of pupils with protected characteristics
- Regularly reviewing our equality policy to ensure it reflects current trends and issues

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

<p>Principle 1: All learners are of equal value.</p>
<p>We see all learners and potential learners, and their parents and carers, as of equal value</p>
<p>Principle 2: We recognise and respect difference.</p>
<p>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.</p>
<p>Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.</p>
<p>We intend that our policies, procedures and activities should promote:</p> <ul style="list-style-type: none">• 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 on progress towards achieving them.

Equality information

Age	We have 427 pupils aged from 3 to 11 years old in our school.
Disability	0.5% of pupils recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.

Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required.
'Race' / ethnicity	Our pupil profile comprises: White – British 93.4% Black-Nigerian, Black-Somali, Chinese, Indian, Iranian, White-Asian, White and Black African, White and Black Caribbean, White Eastern European, White-Other, White Western European and Asian-Other.
EAL (English as an Additional Language)	4% of pupils have English as an Additional Language. The languages spoken within our pupil profile are: Arabic, Chinese, Persian/ Farsi, Polish, French, Romanian, Gujarati and Tamil.
Religion and Belief / no belief	Our pupil profile comprises: Christian, Hindu, Muslim and Agnostic.
SEND	20.8% of pupils receive support for a Special Educational Need.
Sex	Male – 52% Female – 48%
Sexual orientation	We support all pupils regardless of sexual orientation.
Pupil premium	27.4% of pupils are eligible for Pupil Premium.

Our school is within a predominantly white British community. Our school's demographic state is directly linked to our overall aims for achieving equality, including promoting awareness, respect, inclusion, tolerance and acceptance towards others both in our school, our community and within the wider world.

The curriculum

Personal Social Health Education (PSHE) is not a stand-alone subject at our school; we teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Through PSHE, Collective Worship, specific events and Religious Education, stereotyping should be challenged and community cohesion promoted.

At Lingey House we follow Jigsaw, a teaching and learning programme whereby the content is age-appropriate and sequenced to build on prior knowledge. This has also been informed by DfE guidance, such as *Statutory Relationships and Health Education*. Jigsaw is organised into different puzzle pieces, which last one half term. Each half term focuses on a different area of need directly linked to statutory guidance. Key information about each puzzle piece is shared with parents and stakeholders, and this includes information as to how protected characteristics are integrated appropriately into the curriculum.

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

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism.

We take action to prevent, challenge and eliminate any such behaviour and are opposed to all forms of prejudice. Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

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 use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

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 school's 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.

Date: September 2021

Review: September 2025

Adopted by the Resources, Finance and Staffing Committee on 19 October 2021