

# Single Equality Policy



**Lever House Primary  
School**

2023 - 2024

## 1. Statement of principles

The policy outlines the commitment of the staff, pupils and governors of Lever House School to ensure that equality of opportunity is available to all members of the school family.

This means not only 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
- Governors
- Multi-agency staff linked to the school
- Visitors
- Students on placement

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

At Lever House, 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, age or any other area of discrimination.

### Our Mission Statement

*We aim to provide "a supportive, secure and stimulating learning environment within which, each child has the opportunity to reach their full potential in academic, creative, physical and moral areas. To prepare our children for the experiences, opportunities and responsibilities of adult life, and to develop in them a full appreciation for the quality of both natural and man-made environments".*

This can only happen where everyone is cherished, loved and allowed to grow free from discrimination or lack of challenge and expectation. We value and develop everyone's talents and skills, celebrating each other's achievements and sharing each other's worries and joys. We provide an exciting and engaging curriculum which provides an exciting and happy today and a successful tomorrow.

### **OFSTED 2012 comments to support Lever House inclusive ethos:**

- Teachers have high expectations of pupils. They use a variety of methods and ways to challenge, motivate and interest pupils and ensure that they develop a range of skills. Pupils and teachers use ICT extensively and skilfully, and teaching assistants are deployed effectively to assist pupils learning.
- A carefully targeted and tailored support is provided for disabled pupils, those who have special educational needs and those who receive pupil premium funding. This includes extra help within classes and individual or small group teaching outside the classroom which ensures that these pupils make good progress

- The school's procedures to check on the performance of different groups of pupils are rigorous. Disabled pupils, those with special educational needs and those eligible for the pupil premium receive effective guidance and support and work is well planned to meet their needs. As a result, they make good progress and achieve at least as well as other pupils. This shows the school's strong commitment to promoting equality of opportunity and tackling discrimination.
- Pupils say they feel very safe in school and are looked after well. Parents agree strongly with this. For example, one parent commented that all staff work really hard to run a very happy, fun school where children are safe and learn so many wonderful and exciting things
- Pupils have a good knowledge of how to keep themselves safe in a variety of situations, including when using the internet. They say that bullying is very rare, but they know about different forms of bullying. Should it occur they know who to turn to and are entirely confident that the school would sort it out quickly and fairly.

## 2. School in Context

There are around 320 boys and girls on the school roll who are predominantly from White British families.

There are a growing number of children who are learning English as an additional language and several other children who have another language spoken at home, but English is their preferred language.

The make-up of the Governing Body is also White British.

There are a small number of pupils with a disability.

The school is accessible to all and has an accessibility plan.

## 3. Ethos and Atmosphere

All members of the school family will demonstrate mutual respect.

All within the school family will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted actions (verbal or physical) and unwelcome or offensive remarks or suggestions

All are encouraged to greet visitors to the school with friendliness and respect

Assemblies cover:

- How we live together, respect, forgiveness and love
- Reflecting the locality, national and international world pupils inhabit
- Learning
- The Big picture about life
- Famous people from the past who inspire us to be better (from a range of cultures and ethnic origins and disabilities)

- Tolerance - where we expect respect regardless of our sex, race, gender, sexual orientation, mobility, faith.

## 4. Policy Development

This policy applies to the whole school family and is based on the previous disability policies. It has been drawn up as a result of a transparent process through consultation with all staff and Governors, parents and pupils.

A downloadable form is on the website to help inform this policy.

## 5. Monitoring and Review

Lever House is an inclusive school, working towards greater equality in the whole school family. We use the curriculum and teaching 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 pupils/students:

- Achievement data
- Attendance data
- Exclusions and truancy
- Involvement with extended learning
- Children receiving free school meals
- Parental involvement

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils 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 pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

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

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to racism, disability, sexism, homophobia and bullying (including cyber bullying).

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Lever House is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce.

In line with the Employment Duty, we collect information on staff in post, and applicants for employment, training and promotion. This is best practice in order to identify potentially discriminatory practice.

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

- Applicants for employment
- Disciplinary and grievance cases
- Staff appraisal
- Exit interviews

Confidentiality is maintained in all cases. There are no significant issues from the analysis of the data.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head teacher, Miss Cooper.

This role includes:

- 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 pupils 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 pupils 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 pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- ☐ Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- ☐ Develop pupils 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
- ☐ All Domain leaders promote and celebrate the contribution of different cultures to the subject matter
- ☐ 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 pupils when planning for future learning and set challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents 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 pupils.

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 meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work.

The school provides an environment in which all pupils have equal access to all facilities and resources.

All pupils 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 pupils.

Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

### **Curriculum**

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

Pupils will have opportunities to explore concepts and issues relating to identity and equality

Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles

All pupils have access to qualifications which recognise attainment and achievement and promote progression

### **Resources and Materials**

Resources should:

Reflect the reality of an ethnically, culturally and sexually 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 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

### **Extended Learning Opportunities**

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

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers) by providing them with written guidelines drawn from this policy.

We try to ensure that all staff members and all those who have contact with children adhere to these guidelines.

### **Provision for Bi-lingual Pupils**

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

Pupils for whom English is an additional language/ bi-lingual

Pupils who are new to the United Kingdom

### **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 pupils.

All pupils 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 pupils/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 pupils can see themselves reflected in the school family.

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.

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 pupils.

Access to opportunities for professional development is monitored on equality grounds. This will try to include pupils' access to a balance of male and female staff at all key stages 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.

Equality 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 pupils to achieve their potential.

All parents/carers are encouraged to participate in the full life of the school.

Members of the local community are encouraged to join in school activities

Exploring the possibility of the school having a role to play in supporting new and settled communities

## **7. Roles and Responsibilities**

Our governing body will ensure that the school complies with statutory requirements in respect of this policy and SDP.

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 will monitor the effectiveness of the policy.

Any complaints or whistle blowing or reporting of actions outlined in this policy must be reported immediately to the headteacher.

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 equality 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**

We 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 and Impact of the Policy**

This policy will be evaluated and monitored for its impact on pupils, 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**

The policy is available to view on the school website.

## **11. Annual Review of Progress**

This will be reported to Governors each year.

## **12. Equality Impact Analysis**

This will be undertaken to ensure our work meets the needs of all service users and that no group is disadvantaged or cannot access our service

## **Appendix is 1 - for information**

### **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).

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 who are 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 lesbophobia 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 of the 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