

# Single Equality Policy



**Lever House Primary  
School**

2024 - 2025

## 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

- To provide a supportive, safe and stimulating learning environment within which, each child has the opportunity to reach their full potential
- To develop in our pupils a full appreciation and understanding of the modern world and prepare them for the experiences, opportunities and responsibilities of adult life.
- To instil our **core values**

**We are :**

**Safe**

**Positive**

**Ambitious**

**Respectful**

**Kind**

### ***Our School Ethos***

At Lever House we strive for everyone to be the best they can be, in all aspects of their lives. Our broad and balanced curriculum is designed to support each of our pupils to develop as learners, individuals and responsible global citizens and we aim to make school days fun so that our children develop a love of learning that will last a lifetime. We develop a growth mindset in our pupils; they understand that learning is an ongoing process and mistakes and failures can be learned from. We never give up!

We have a wide range of enrichment activities weaved into our learning sequences so that children experience new and different things that not only develop their knowledge and understanding of the world but help to grow and build their personal skills. We use technology seamlessly to support our teaching and learning.

We care about our pupils and value their input into school life. Our children are involved in decision making and hold roles and responsibilities which support the running of our school community. We want all of our pupils to feel safe and happy every day.

Above all – we believe in, **“Learning, Creativity and FUN!”**

## **2. School in Context**

Currently on roll at Lever House Primary School, we have 165 boys and 147 girls who 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. 7% of children are on EAL register “Where a pupil’s first language is not English - that is: where the pupil has been exposed to a language other than English at home or in the community” and we have 3 pupils in receipt have EAL\_3 funding. The make-up of the Governing Body and teaching staff is predominately White British. There are a small number of pupils with a disability and school is accessible to all and has an accessibility plan. We currently have 2 children who are looked after.

## **3. Legislation and Guidance**

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

and the Equality and Human Rights Commission: Technical Guidance for Schools: <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

## 4. Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Joanne Ikin. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in this policy. All 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.

## 5. 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.

## **6. 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.

## **7. 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:

- Attainment 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 racism, disabilism, 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

## **8. 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 5
- 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 setting 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.

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 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

## **9. Eliminating Discrimination**

At Lever House Primary School, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **10. Fostering good relations**

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **10. 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.

## **11. 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