

Lakeside Primary School



Equalities Policy

2023 - 25

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nations Convention for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention:

Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

The Equality Act 2010

The Equality Act 2010 is discrimination legislation that applies to all maintained and independent schools, and maintained and non-maintained special education schools. It is every single school staff member's responsibility to abide by the Equality Act 2010 by following its three public sector duties:

- **Promoting equality of opportunity**
- **Promoting good community relations**
- **Eliminating discrimination**

The Equality Act 2010 states it is unlawful to discriminate against a pupil, or a prospective pupil, by treating them less favourably than they would have been treated because of their protected characteristic(s): sex, race, disability, religion or belief, sexual orientation, pregnancy or maternity and gender reassignment. It is unlawful to discriminate against a pupil because of a protected characteristic a person they are associated with has, or because of a protected characteristic you perceive them to have, even when you are mistaken.

Lakeside – Vision for Education

At Lakeside Primary School, we believe it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel safe, secure and respected. We recognise that every child needs praise, support, recognition and affection to thrive in life.

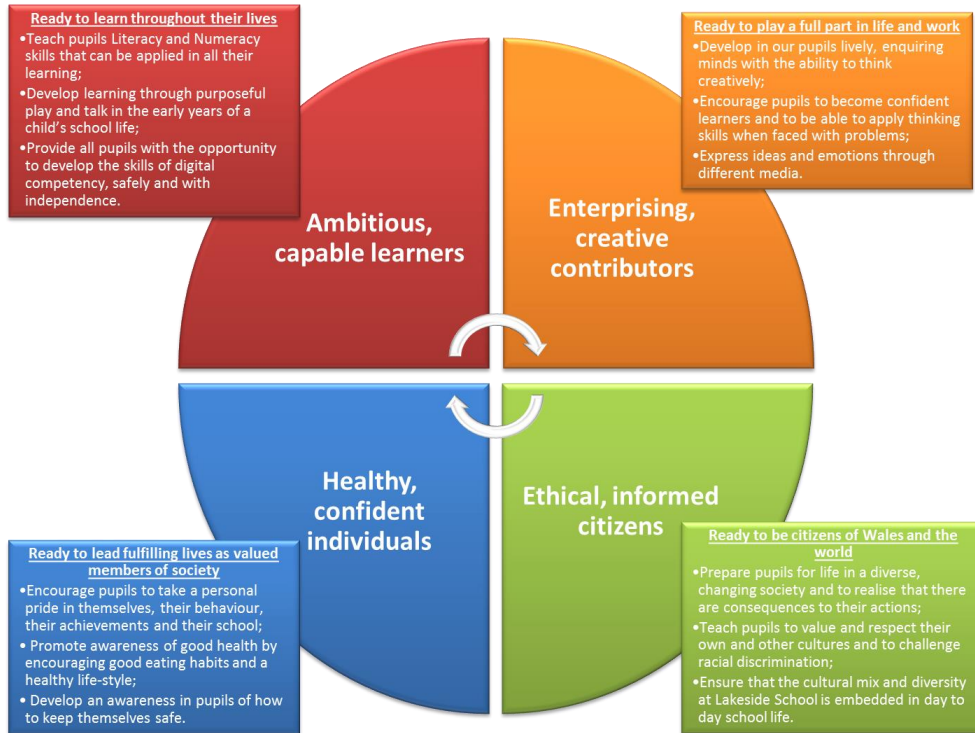
In order to further develop community cohesion, we need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our children.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity

This policy should be used alongside the Strategic Equalities Report, Equalities Plan and Accessibility Plan and also interlinks with broader school policies such as positive relationships, anti-bullying, safeguarding, exclusions attendance etc. In addition to this, the Health and Well-being Area of Learning Experiences should be considered alongside this policy (Curriculum for Wales, 2022).

The school vision and aims was realigned in September 2016 in line with the Welsh Government vision for Wales. This involved all stakeholders of the school – pupils, parents, staff, governors and the community.

The vision links directly with the 4 purposes of the Curriculum for Wales:



SCHOOL VALUES

The school values are promoted and embedded in the daily life of the school. Throughout the school, pupils relate well to each other and show respect for others' ideas and views. They exhibit excellent attitudes to learning, which is a key factor in ensuring they make good progress. Throughout their learning topics, children discuss and debate issues and explore ideas in a climate of mutual respect and trust.



PROMOTING EQUALITY

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment: promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national

origin, religion or beliefs, gender, marital status, responsibility for children other than dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents/carers and community members.

AIMS

As a school, we are always striving for the highest possible opportunities and experiences for all our learners. Staff have high expectations of all pupils and continually challenge them to be the best that they can be. The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special education need and take account of socioeconomic circumstances. Any disparities which are identified are addressed through targeted curriculum planning, teaching and support.

The Single Equality Act combines the existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

- Age
- Disability
- Gender re-assignment
- Marriage and civil Partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Having due regard for advancing equality involves:

Removing or minimising disadvantages suffered by people due to their protected characteristics
Taking steps to meet the needs of people from protected groups where these are different from the needs of other people. Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

OBJECTIVES

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

- To eliminate direct and indirect discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents/carers are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy (as needed) and that intervention, positive and preventive action is funded where necessary.

APPROACHES

Whole School Ethos

At Lakeside Primary School, school staff demonstrate mutual respect between all members of the school community. There is a friendly and inclusive atmosphere which welcomes everyone to the school. All pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and reflect diversity across all aspects of equal opportunity and are frequently monitored.

Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities. Our School Values strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their families feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the U.K. and the World communities. We support the U.N. Convention on the Rights of the Child, the U.N. Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

Celebrating and catering for diversity

We take every care to ensure that the specific needs of all groups are addressed in school by celebrating diversity, such as by catering for the dietary and dress requirements of different religious groups and allowing children and young people to observe various religious commemorations and festivals.

Preparation for life in a diverse society

We encourage all children and young people to understand, respect and value individuals' and people's identities, cultures and faiths with which they are unfamiliar in order to prepare them for life in a diverse society.

Attainment and progress

Our aim is to ensure that all children and young people achieve their full potential. We monitor individual children and young people's progress for signs of underachievement. These are addressed

through planned and targeted support. Where required advice will be sought from support organisations such as the Local Authority and partner organisations from the voluntary sector.

Pastoral support

Our pastoral support takes account of religious and ethnic differences and the experiences of refugee and asylum seeker children.

Support for EAL children and young people

We provide appropriate support for children and young people for whom English is an additional language, and encourage them to use and develop their home languages, where possible.

Careers and world of work

We actively promote families and underrepresented groups to come into school and talk to the children about career opportunities and the world of work, such as promoting 'Women and Girls in Science Day'.

Assessment

We take care to ensure that minority ethnic children and young people, those for whom English is an additional language and any refugee and asylum seeker children will not be disadvantaged through cultural and linguistic bias or lack of support in assessments.

Additional Learning Needs (ALN)

We make sure that accurate assessments of ALN are made for minority ethnic children and young people, those for whom English is an additional language, and for refugee and asylum seeker children. All children and young people with ALN receive appropriate support.

Curriculum, teaching and resources

Promoting cultural diversity through the curriculum

We promote diversity in the curriculum through teaching positive, diverse content, systematically reviewing documentation to ensure appropriate content and by fostering respect for all people whatever their individual or family circumstances.

Curriculum access

We make every effort to ensure that all children and young people have access to the curriculum by taking account of their individual backgrounds and linguistic needs, and by differentiating work appropriately.

Resources

Our resources and displays portray positive images of a range of people and cultures. They are systematically reviewed and upgraded to ensure all individual needs are met and we use a variety of resources to challenge stereotypes and discrimination across the curriculum.

Teaching and Learning

We take positive steps to ensure that all children and young people can participate and feel that their contributions are valued. We encourage children and young people of all backgrounds to work

together with cooperation and understanding. Our teaching challenges prejudice and stereotypes and we foster children and young people's critical awareness of bias, inequality and justice.

Involvement of people of diverse backgrounds

We seek to use role models and presenters from a range of different groups within the school to share a wide range of skills and experiences.

Partnership with parents and the community

We endeavour to draw on the expertise, skills and knowledge of people from a range of backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge discrimination. Parents/carers from diverse backgrounds are encouraged to participate in the life of the school. Where necessary, translation and interpretation are used to communicate and consult with parents or carers whose first language is not English

Contractors and service providers

We expect all contractors and visitors to the school to maintain conduct which is consistent with this policy.

Responsibilities

The role of governors

- The governing body has set out its commitment to equalities by approving and adopting the Equalities Strategic plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their individual needs and circumstances.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on any grounds.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child/s individual or family background.
- The governing body will ensure that no child is discriminated against whilst in the school.

The role of the headteacher (or senior leader responsible for Equalities)

- It is the headteacher's role to implement the School's Strategic Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the School's Strategic Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equalities when developing the curriculum, and promotes respect for other people and equal opportunities in all aspects of school life.
- The headteacher will treat all incidents of unfair treatment and any incidents of bullying due to discrimination, with due seriousness.

The role of all staff (teaching and non-teaching)

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the School's Strategic Equality Plan.
- All staff will strive to provide material that gives positive images and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, whether that is racism, homophobia, disability-related or other, and record any incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Visitors and contractors working on site

Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equality and incidents of a discriminatory nature.

MONITORING AND EVALUATION

We are an inclusive school, working towards greater equality in the whole school community. 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 make regular assessment 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 progress. As well as monitoring pupil progress, we also regularly monitor a range of other information.

This relates to:

- Attendance
- Exclusions and truancy
- Racism, disablism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

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.

Related Policies

- Equalities Plan
- Accessibility Plan
- Health and Wellbeing AOLE
- Positive Relationships Policy
- Anti-bullying Policy

Lakeside Primary School - Equalities Policy 2023 - 2025

- [Welsh Guidance - Challenging bullying. Rights, respect, equality: Statutory guidance for governing bodies of maintained schools](#)

Date	Review Date	Coordinator
January 2023	January 2025	Rachel Mitchell (Headteacher) / Vicky Burgin (Acting Deputy) / Beth Williams (ALNCo) Linked Governor – Chris Hamblin

Chair of Governors:		Date:	
Headteacher:			