



L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

LALEHAM LEA SCHOOL & NURSERY

EQUALITIES POLICY AND OBJECTIVES

This is a whole school policy which applies to all sections of the school, including Early Years Foundation Stage, Out of School Care and Clubs.

	Date	Signed
Date reviewed	November 2022	<i>K Barry</i> Head Teacher
Ratified by the Board of Governors	November 2022	<i>M Ryan</i> Chair of Governors
Date of next review	November 2024	

Statement / principles

The policy outlines the commitment of Laleham Lea and all staff and governors to promote equality. This involves tackling the barriers that could lead to unequal outcomes for identified groups of students, staff, parents/carers, and visitors in the school, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the school.

We believe that equality at our school transcends all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the Laleham Lea community should feel safe, secure, valued and of equal worth. At Laleham Lea equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.

Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the Headteacher, alongside the Governing committee. They are responsible for:

- Providing updates on equalities legislation and the school responsibilities in this regard;
- Working closely with the lead Governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and those entitled to the Pupil Premium, in the following recommended areas:
 - Pupils/Students progress and attainment
 - Teaching and learning
 - Behaviour, discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement

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- Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Policy commitments/objectives

Promoting equality: Curriculum and Pedagogy

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning and pedagogy reflects a commitment to equality;
- The curriculum and pedagogy prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in our school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values through curriculum content and pedagogy that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

Promoting equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within our school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs, disability and disadvantage;
- A range of teaching and learning methods will be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

Promoting equality: Ethos and culture

- At Laleham Lea we are aware that those involved in leadership of our school are instrumental in demonstrating mutual respect between all members of the school and wider community;
- There should be a feeling of openness and tolerance which welcomes everyone to our school;
- The pupils/students are encouraged to greet visitors to our school with respect;
- The displays around our school will be of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils/students and visitors (including Parents) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all pupils/students through the planning of worship, our School Mission and prayer, classroom based and off site activities;
- Pupils/Students are given an effective voice, for example through our School Council and through surveys, which seek their views;
- Positive role models are used throughout our school to ensure that different groups of pupils/students can see themselves reflected in the school community.

Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Promoting equality: Countering and challenging harassment and bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and Governors;
- Annually anti-bullying week will be recognised by our school to inform and challenge discriminatory behaviour throughout our school;
- Our school has a clear, agreed procedure for dealing with prejudice related bullying incidents and have a nominated member of staff responsible for recording, reporting and monitoring incidents (Deputy Headteacher);
- The school reports to governors (termly) the number of prejudice related incidents recorded in the school.

Promoting equality: Partnerships with parents/carers and the wider community

Laleham Lea aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of our school;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

In October 2010 the Equality Act came in force and introduced the term ‘protected characteristic’ to refer to aspects of a person’s identity explicitly protected from discrimination. Nine are identified:

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| <ul style="list-style-type: none">– Race– Disability– Gender– Age– Sexual orientation | <ul style="list-style-type: none">– Religion and belief– Gender reassignment– Pregnancy and maternity– Marriage and civil partnership |
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Responsibility for the policy

At Laleham Lea all members of the school have a responsibility for the promotion of equalities.

The Governing Board have a responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the community;
- The school's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the Governing Committee, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Chair of Governors and SMT have a responsibility for:

- In partnership with the Governing Board, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and action plan;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination

All Laleham Lea School staff have responsibility for:

- The implementation of the school's equalities policy and action plans;
 - Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
 - Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010;
- Keeping up to date with equalities legislation by attending training events organised by the school or a recognised training provider.

Measuring the impact of the policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our school. The main findings will be used to make improvements.

Equality objectives action plan

Ref	Objective	Measured by	Activity	Lead	Progress milestones
1	PROMOTING EQUALITY – ETHOS AND CULTURE Provide training opportunities for all staff to explore diversity and how we support and encourage this within our organisation.	Training records completed. Pupil and staff survey results.	CPD for all staff on inclusion and cultural diversity and how to promote and celebrate it, allowing us to retain our identities and beliefs yet work together in one community.	Headteacher	Training completed in 2020-21 Feedback questionnaires positive.
2	PROMOTING EQUALITY – ETHOS AND CULTURE Foster good relationships between all members of the School community encouraging openness and tolerance by respecting each other's beliefs.	Number of racist/bullying issues recorded. Logging of racist/discriminatory incidents Pupil Interviews. Parental survey.	Encourage all members of the School community to talk openly together to promote positive behaviours for learning.	Headteacher	Termly review of racist/bullying issues Feedback questionnaires positive.
3	PROMOTING EQUALITY – PARTNERSHIPS WITH PARENTS Continue to ensure that parents/carers of all new children are made to feel welcome. Continue to ensure that parental voice is heard and acted upon.	Inclusion and Diversity working party established Parent forum established 2020 Parental feedback on new Students and families	CPD for staff on cultural diversity. Ensure that on joining the school, parents are informed of communication methods and whether the school needs to make any adjustments to support them or their children.	Deputy Head	Review opportunities regularly and on an on-going basis. Working Party

Ref	Objective	Measured by	Activity	Lead	Progress milestones
4	<p>PROMOTING EQUALITY – ACHIEVEMENT</p> <p>Continue to ensure that all children achieve the best possible outcomes and that the gap between those children who are disadvantaged or vulnerable continues to close</p>	<p>Pupil achievement and progress is in line with or above age expectations for the majority of pupils. Pupils are secure in their breadth and depth of knowledge, understanding and skills. Pupils are able to progress to the next stage of their learning.</p>	<p>Review of curriculum progress throughout the year for disadvantaged pupils, SEND and those with disabilities matches or is improving towards that of other pupils with the same starting points Specific monitoring for disadvantaged pupils, SEND, pupils with a disability to ensure progress is above average across nearly all subject areas</p>	<p>Curriculum and Assessment leads in each school</p>	<p>On-going monitoring of multi-vulnerable children monitoring. Work focus to ensure progress and achievement, including those more able children and those in between and low level Monitored regularly by SMT. Monitored by SMT and SENCO through planning, work scrutiny and IEPs. Monitored through lesson observation and other triangulating evidence.</p>



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Head Teacher: Ms K Barry

Related Documents

Guidance on equality, diversity and governance

Anti-bullying and Behaviour Policies

Attendance Policy

Admissions Policy

School Development Plan

Curriculum Policy

Equality Act 2010