



Lawn
Primary
School

SINGLE EQUALITY POLICY

Lawn Primary School, Norbury Close, Allestree, Derby DE22 2QR
e-mail: admin@lawn.derby.sch.uk website: www.lawn.derby.sch.uk

Tel./Fax: Derby (01332) 550178

Approved by the Governing Body on: -----

Signed: -----

To be reviewed : -----

Lawn Primary School

SINGLE EQUALITY POLICY

This policy has been developed following national and local guidance and we have chosen to use the example guiding principles provided by Derby City LA as they encompass our current ethos and equality work.

GUIDING PRINCIPLES

In fulfilling the legal obligations cited below, at Lawn Primary School we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

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, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- 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 and homophobic harassment.

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:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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 between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

- We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

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 of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of different sexual identities

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. 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 annually on progress towards achieving them.

1. School Context

Lawn Primary is a large Local Authority maintained school serving a sub-urban area of Derby City.

The majority of our pupils are from Allestree, in which the percentage of adults having higher education qualifications is higher than the national average and the percentage of high social class households is average that for England. The school deprivation indicator is well below the national. However the changing picture at Lawn is that now a higher percentage of children attending Lawn are from out of catchment.

Presently we have 394 full time pupils from FS2 to Y6. There are broadly an equal number of girls (52%) and boys (48%) in the school.

The proportion of pupils known to be eligible for free school meals is lower than the national percentage. At present there are 5% of children who have home languages other than English and 96% of our pupils are White British.

7% of pupils have been identified as having special educational needs with several pupils; again this is much lower than the national average.

Our staff team comprises of a mix of gender, ages and race. The school also benefits from a very supportive Governing Body which has a good gender, experience and age mix.

2. Mission Statement

‘DREAM, BELIEVE, ACHIEVE’

Our mission statement **“Dream, Believe, Achieve”** reflects our understanding and beliefs. We aim to ensure that the children at our school are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

Vision statement

At Lawn Primary School we believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.

We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences. Our school strives to be at the centre of the local community with positive and effective links to the wider and global communities.

Aims

- To ensure all children achieve their potential, leaving the school with high standards of skills across the whole range of the curriculum, as a result of consistently high quality teaching and guidance.
- To respect and value ourselves and other people. We aim to achieve this by displaying good teamwork, positive attitudes, appreciation of each other and by challenging negative influences and behaviour.
- For all members of the school and its stakeholders to work well together and contribute positively to the wider community.
- To create and maintain a physical environment that is fit for purpose with a full range of facilities to ensure high quality learning for the 21st century.

3. Legal Framework

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality.

The policy has been developed to meet the requirements of the act and will ensure our duties relating to the act are in place and carried out. Through this we will :-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

4. The Curriculum/ Teaching and Learning

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc

Each subject area will be kept under review, in relation to this policy including the resources available. As a school we are committed to ensuring resource materials reflect both the diversity of the school, local community and wider society as a whole. Pupil's attainment and achievement is recorded and monitored closely through on going teacher assessments from entry to reception to the end of Key Stage 2.

Regular data analysis enables staff to monitor the progress and identify differences in the achievements of individuals and groups of children.
(including those with protected characteristics eg disability, sex and race, as well as SEN, EAL, Looked After and vulnerable children)
All within school are committed to “closing gaps” through quality teaching, learning and the deployment of effective intervention strategies in order to remove inequalities and ensure the best progress for all pupils.

5. Ethos and Organisation

The principles relating to equality and diversity will run through all our day to day practices and are embedded in all our policies.

These principles are interwoven through our school aims

At Lawn Primary we aim for everyone to:

“Dream, Believe, Achieve.”

We aim to achieve this by

- Being committed to equal opportunities in every area of school life.
- Promoting **self esteem** through personalised learning to develop a self understanding, a respect for others and an understanding that (*knowing that*) we can all make a difference.
- **Developing the whole child to embrace responsibility, equality and challenge** in order to succeed and achieve in a cohesive society.
- Providing a **safe and secure environment** which is welcoming and caring for all children, staff, parents and governors.
- Promoting **positive attitudes and behaviour** through praise and respect for each other and the school community, where everyone is valued.
- Building **positive partnerships** with all stakeholders and the wider community encouraging a united ethos of acceptance, cohesion and belonging.
- Promoting **independent learning** through exploring, investigating and enjoying a curriculum that encourages a journey of self-discovery and establishes life-long learning.
- Removing barriers and providing **new and challenging experiences that inspire and motivate** everyone.

6. Addressing Prejudice and Prejudice- Related Bullying

The school is opposed to all forms of prejudice and we *are committed to meeting* our legal obligations to eliminate discrimination and harassment and victimisation, as well as our duty to foster positive relations between groups and individuals. We have agreed to use the Stephen Lawrence definition of a racist incident to cover all forms of prejudice. This is the standard definition now adopted by most public bodies which is:-

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

We take our obligations seriously and any incidents will be appropriately reported and dealt with. All recorded incidents will be sent to the LA and governors will be informed of the number, type and seriousness of any such incidents in the termly head teachers report.

7. Roles and Responsibilities

In our school **we all** take responsibility for promoting equality, but the following have specific responsibilities:

- The **Governing Board** is responsible for ensuring the school complies with legislation, and that this policy, the school's practice and related procedures and any action plans are implemented and regularly reviewed and monitored.
- It has been agreed that the Pupil and Personnel Committee will have particular responsibility for this area of work, reviewing progress and development.
- The **Head Teacher** is responsible for the overall implementation of the policy on a day to day basis and is responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.
- **All staff** have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. They should undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice related incidents which occur.

8. Information and Resources

To meet our specific duty in the Equality Act 2010, the school will collect Equality information and publish it annually on our school website
This will include: (broken down by protected characteristics) a profile of pupils on roll. The information will be used to inform the setting of the schools equality objectives. This policy will be brought to the attention of all stake-holders, including governors, staff, parents/carers, and pupils as appropriate. The policy will be published on the school website and parents/carers will be reminded of it and other related policies. At the annual review of the policy stakeholder groups will be asked for their comments and invited to contribute and actively engage with the development, implementation, monitoring and evaluation of the policy and all related activity.

9. Staff Development and Training

All sections of the community (teaching, support, play workers, office staff etc) will have their professional development needs met in relation to this agenda. As part of their induction new and temporary staff will be made aware of the school's policy and practices in relation to equality, and the support that will be provided to meet their training needs.

10. Breaches of the Policy

Any known breaches of this policy will be recorded and dealt with appropriately. The schools complaints process will be followed in relation to any complaint being made.

11. Monitoring and Evaluation

This policy will be reviewed annually and stakeholders will impact upon this. Each year the school will use the equality information and data analysis to identify areas for improvement and actions.

The monitoring of pupil progress and attainment will pay particular account to the specific groups that make up the pupils in our school and any provision identified will be treated as an area for development.

Equality objectives will be monitored and reviewed as part of the School Improvement Plan.

This policy replaces our former Race Equality Policy, Disability Equality Scheme and Equal, Opportunities Statement.

Lawn Primary School Equality Objectives

Target 1: To make the Smedley Building accessible for all

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Priority 1	Fully inclusive accessibility to the building for all stakeholders	Disability Access Survey	<p>Access Statement published on school web site</p> <p>Ramp to Smedley Hall flush with sill at entrance</p> <p>Signage to toilets</p> <p>Availability of accessible parking space signposted from road</p>	July 2016	<p>Ramp has been fitted to the Smedley Building and is now DDA approved.</p> <p>DDA survey completed in 2014/15 and reviewed annually</p>
Priority 2	<p>Disabled toilets for adults and children</p> <p>Provision in place for the potential needs of all present and future staff, pupils, parents and visitors</p>	<p>Disability Access Survey</p> <p>Refurbishment of WC in main reception area</p>	<p>Fully accessible toilet facilities available for children and adults</p> <p>Consistent response to sound of emergency pull cord in place</p>	July 2018	

Lawn Primary School Equality Objectives

Target 2: To increase the proportion of children with SEN making better than expected progress

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Priority 1	For children with SEN to be identified as early as possible	Staff CPD	Staff in KS1 feel confident to identify children with SEN	April 2015	New SENCO in post and identification is quicker
Priority 2	To improve MEPs so that all include specific, measurable and relevant targets	Individual teachers to identify and assess the needs of the pupils with SEN in their class	MEPs have specific and measurable targets	April 2015	New Senco changed format of MEPs and targets
Priority 3	To ensure appropriate interventions are in place to meet the needs of pupils	Development of an Inclusion Team Ensure appropriate interventions are in place to meet the needs of pupils	Appropriate interventions are being accessed by all pupils with SEN Improvements in achievement are evident	September 2017	Senco – implemented new interventions 'Read it-Write it'

Lawn Primary School Equality Objectives

Target 3: To continue to develop cultural development and understanding through a rich range of experiences both in and beyond the school

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Priority 1	To continue to foster links with partner schools in other locations/ cultures.	To forge and develop links with schools through emails, letters, photos, Skype and modern technology.	Pupils and staff will experience lifestyles and cultures different to their own.	September 2017	Link with school in Gambia established 2014.
Priority 2	To promote cultural diversity within teaching and learning.	A range of visits and visitors representing different cultures	Pupils and staff will understand and value cultures that are different to their own.	September 2016	Bhangra day and visit to Derby Mosque.

Lawn Primary School Equality Objectives

Target 4: To reduce prejudice and increase understanding of equality through direct teaching across the curriculum

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Priority 1	To create and deliver a specific scheme of work aimed at reducing all types of prejudice and increase understanding of equality	<ul style="list-style-type: none"> To review and audit current practice in PHSE by PHSE lead To research appropriate existing schemes of work and resources available To implement and embed an agreed scheme of work 	Pupils will have attitudes challenged and prejudice will be reduced amongst pupils, with a greater understanding of equality across the school. Pupils will question prejudice.	July 2016	New PSHE lead audit to take place in Autumn 2015.

Lawn Primary School Equality Objectives

Target 5: To make the Davies Building fully accessible for all

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Priority 1	Fully inclusive accessibility to the building for all stakeholders	Disability Access Survey	<p>Access Statement published on school web site</p> <p>Install a ramp to bridge the rise from the Davies Hall to the Dining Hall</p> <p>Install contrasting colour tiles on the rises of the two internal ramps in the corridor</p> <p>Signage to toilets</p> <p>Availability of accessible parking space signposted from road</p>	July 2018	DDA access survey completed.