



Name of Policy	Equality Policy & Objectives
Lead	Associate Headteacher
Governor Committee	Teaching & Learning
Governor approved	Local Governing Board meeting: March 2019 Amended & agreed March 2020 to include vulnerable students
Review Frequency	4 Years
Next review	Spring term 2023

At Lode Heath school we believe that all students and members of staff should have the opportunity to fulfil their potential. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We believe that a culture which promotes equality will create a positive environment and a shared sense of belonging for everyone. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Special Educational Needs Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

We are further committed to the development of cohesive communities both within our School's physical boundaries and within our local, national and global environments. Our School embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Context: Lode Heath School within the wider context

Lode Heath school is a popular School of approximately 1,124 students, valued by its local community. We admit students from a wide geographical area and from a large number of different primary schools. The majority of pupils are white/British but there are also small numbers of students from a wide range of other ethnic groups. The proportion of students with special educational needs and disabilities is average; their needs are mainly moderate learning and emotional and behavioural. The proportion of students known to be eligible for pupil premium is broadly average.

At Lode Heath School we provide each of our students with the opportunity to fulfil their full potential in a caring and supportive environment where high quality teaching and learning can take place ensuring success for all our students.

Legal Duties

Lode Heath school welcomes its duties under the Equality Act 2010 and our Equality Policy is inclusive of the whole School community – students, staff, parents/carers, visitors and partner agencies. The purpose of this Policy is to set out how our practice and policies have due regard to the need to: eliminate discrimination, harassment and victimisation advance equality of opportunity foster good relations

Statement of Intent

We understand the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. The Equality Act 2010 has brought together all of the current discrimination laws into one and sets out the "protected characteristics" that qualify for protection from discrimination as:

A protected characteristic under the Act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- gender (including transgender)

- maternity and pregnancy
- religion and beliefs
- sexual orientation
- marriage and civil partnerships (for employees)

In advancing equality of opportunity, we aim to:

- remove or minimise disadvantages suffered by people due to their protected characteristics
- meet the needs of people with certain protected characteristics where these are different from the needs of other people
- encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low

In order to meet our general duties, listed above, the law requires us to carry out specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a School. This will include the following functions:

- admission
- attendance
- attainment
- progress
- exclusions
- prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices.

The development of this policy has involved the whole of the School community. We've involved and listened to what people have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of students at the School. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity

- foster positive attitudes and relationships, and a shared sense of belonging
- tackle prejudice and promote understanding between people from different groups
- observe good equalities practice, including staff recruitment, retention and development, and procurement
- aim to reduce and remove existing inequalities and barriers through consultation and wider involvement of stakeholders
- strive to ensure that the communities within, around and beyond our school will benefit
- use the school's complaints procedure initially to deal with any complaints under the Equality Act 2010, and, for any complaints not resolved internally, use the Arden Multi-Academy Trust procedure.

AIMS

The School aims to:

- encourage pupils, of all abilities and aptitudes, to develop enquiring minds, the ability to debate and discuss rationally, and to acquire knowledge and understanding;
- give students the equal opportunity to develop their academic and applied studies, relative talents and leisure interests;
- encourage parents and the community to be involved with the whole life of the school, fostering an awareness of the school as an integral part of the community;
- encourage students to appreciate their own worth and culture, as well as that of others from around the world, in order that they reach a better understanding of the world and society;

Addressing Prejudice Related Incidents

This School is opposed to all forms of prejudice and we recognise that young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any. We believe that promoting equality is the whole school's responsibility:

Governing Body Responsibilities

- To involve and engage the whole School community in identifying and understanding equality barriers and in the setting of objectives to address these.
- To monitor progress towards achieving equality objectives.
- Publish data and publishing equality objectives.
- Designate a governor with specific responsibility for the Equality Policy
- Ensure that the objectives arising from the policy are part of the School Improvement Plan Support the Headteacher in implementing any actions necessary
- Engage with parents and partner agencies about the policy
- Evaluate and review the policy regularly and the objectives annually.

Headteacher Responsibilities

- Support the Governing Body as above.
- Promote key messages to staff, parents/carers and students about equality and what is expected of them and can be expected from the School in carrying out its day to day duties.
- Ensure that the School community receives adequate training to meet the need of delivering equality, including student awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

- Develop partnerships with external agencies regarding the policy so that the School's actions are in line with the best advice available.
- Monitor the policy and report to the Governing Body on the effectiveness of the policy

Senior Leadership Team Responsibilities

- Support the Headteacher as above.
- Ensure fair treatment and access to services and opportunities.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- Have responsibility for supporting other staff in implementing this Policy Provide a lead in the dissemination of information relating to the Policy
- With the Headteacher, provide advice/support in dealing with any incidents/issues and assist in implementing reviews of this policy.

Teaching Staff Responsibilities

- Contribute to ensuring the right outcomes for pupils.
- Uphold the commitment made to students and parents/carers on how they can be expected to be treated.
- Design and deliver an inclusive curriculum.
- Ensure own awareness of the responsibility to record and report prejudice related incidents.

Non-Teaching Staff Responsibilities

- Support the School and the Governing Body in delivering a fair and equitable service to all stakeholders.
- Uphold the commitment made by the Headteacher on how students and parents/carers can be expected to be treated.
- Support colleagues within the School community.
- Ensure own awareness of the responsibility to record and report prejudice related incidents.

Parent/ Carer Responsibilities

- Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these.
- Take an active role in supporting and challenging the School to achieve the commitment given to the School community in tackling inequality and achieving equality of opportunity for all.

Student Responsibilities

- Support the School to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider School community can be expected to be treated.

Local Community Responsibilities

- Take an active part in identifying barriers for the School community.

School Community Responsibility

- To inform the Governing Body of actions that can be taken to eradicate barriers.

- Take an active role in supporting and challenging the School to achieve the commitment made to the School community in tackling inequality and achieving equality of opportunity for all.

Our Staff

We comply fully with legislation which protects our staff (including teachers, support staff and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made and only require applicants to complete a health questionnaire once they have been appointed.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators. We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

We will ensure that the whole School community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the School website. We will review our mechanisms to identify areas for development.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other School policies are dealt with, as determined by the Headteacher and Governing Body.

Implementation, monitoring and reviewing

We will review the Equality Policy in accordance with legislative developments and the need for good practice on an annual basis, using consultation processes within the School. It will be actively promoted and disseminated via the School website, with parents groups and with the School. We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Further guidance for schools, parents and carers on the Equality Act 2010 can be found here:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Lode Heath School

Equality Objectives

Objective:	Success Criteria:	Action:	Responsible:	Date:
The needs of all are taken into account when developing policies and procedures.	Academy policies, including staff policies such as Recruitment, and Sickness Absence, reflect the needs of all.	When policies are reviewed, specifically consider the needs of those with protected characteristics to ensure they are met.	Trust Board LGB Headteacher & wider leadership team	In line with policy review dates
To develop student understanding of tolerance and respect for others through the promotion of British Values.	Students are well informed and exposed to wide range of cultures, faiths, religions through first hand experiences and through the use of varied resources.	Review rights & responsibilities provision through assemblies, form time and wider Personal Social Health Education curriculum Whole school SMSC audit.	Assistant Headteachers	Every two years
Ensure no unlawful discrimination, harassment, and victimisation & promote equality of opportunity.	Students feel safe. Staff feel confident.	Record complaints and review actions taken. Promote equality & diversity (as above)	Headteacher Executive Senior team	On-going
Improve the progress, attainment and attendance of students with SEND and those identified as being disadvantaged.	Reduction in gap between SEND and disadvantaged students and others.	See School Development Plan.	All	On-going