



*Shine like Stars*



LOWDHAM C of E PRIMARY

## Equality Policy

**L**ove others – “My command is this: love each other as I have loved you.” John 15:12

**E**veryone join in – “How good and pleasant it is when God’s people live together in unity!” Psalm 133:1

**A**lways do your best – “Work at everything you do with all your heart.” Colossians 3:23

**R**each out – “Do to others as you want them to do to you.” Luke 6:31

**N**ever give up – “I can do all this by the power of Christ. He gives me strength.” Philippians 4:13

**Lowdham CofE (Aided) Primary School  
Equality Policy**



## **Lowdham C of E Primary School EQUALITY POLICY:**

*This guidance has been developed by the Achievement and Equality Team in response to requests from Governing Bodies and Headteachers across Nottinghamshire seeking advice around the development of a Single Equalities Policy. There is no legal requirement on schools to develop such a policy, but many schools will find the process of developing one particularly helpful in framing their equalities work. This document has been prepared as a guide only. It should be used as a template for schools to develop their own school specific policy. Given the diverse contexts in which Nottinghamshire schools operate, schools will need to tailor the template according to the needs of their own setting. Any school requiring further assistance or advice should contact the Achievement and Equality Team directly. The Team will also support schools on request with any policy quality assurance work. Please contact Sarah Lee, Team Manager, Achievement and Equality Team: 0115 854 6440 [sarah.lee@nottscc.gov.uk](mailto:sarah.lee@nottscc.gov.uk)*






*In preparing this policy schools may wish to consider including a set of guiding principles. These have been developed by INSTED Consultancy in partnership with Derbyshire LA.*

### **GUIDING PRINCIPLES**

In fulfilling the legal obligations cited below, 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. We consult and involve:



- ☒ disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- ☒ both women and men, and girls and boys
- ☒ Gay people as well as straight
- ☒ People who are gender-neutral

### **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
- ☒ gay people as well as straight

### **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 and consider national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.



## SCHOOL CONTEXT

Lowdham CE Primary School presently has 197 pupils on roll. The school is in an area of comparative advantage with most learners coming from owner-occupied homes in surrounding villages. Parents take an interest in their child's education. Ethnicity is mainly White British. 5% children are on the SEN register. Currently 7% of pupils qualify for free school meals; 9% Pupil Premium. There are some affluent homes and most families have at least one wage earner. Only one child has English as an additional language.

## MISSION STATEMENT

At **Lowdham CofE Primary School**, children come first. The school seeks to maximise the potential of the children placed in its care, within a Christian atmosphere and environment. The school is concerned to promote the social development and self-worth of each child within the Christian ethos of the school and within the context of the wider community.

### In recognizing and accepting these responsibilities we aim to:

- ☒ Develop a caring community in which all members have respect for the dignities, rights, values and needs of others regardless of race, religion, disability or gender.
- ☒ Provide an education to help pupils to develop the knowledge, skills and understanding required to realise their aspirations as well as the desire to use them.
- ☒ Help pupils to assess their own values and their relationships with others developing personal motivation, self-discipline and the necessary social skills.
- ☒ Prepare pupils for their adult lives in the home, at work and in the wider community and become contributing members of society.
- ☒ Foster an openness of mind which maintains an interest in learning as a continuing process throughout life.

## 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. This policy has been developed to help you to meet the duty to: -

- ☒ 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

## THE CURRICULUM/TEACHING AND LEARNING

Equality and diversity are embedded as far as is possible in all areas of the curriculum and pupils are 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 is kept under review and our linked curriculum ensures that empathy and links with others are a high priority. We are holders of the full International School Award. Attainment and achievement data is carefully analysed and provision to support individuals and groups of pupils allocated.

## ETHOS AND ORGANISATION



The school's inclusive Christian ethos permeates all that we do. Equality and diversity principles run through all our day to day practices and are embedded in our policies.

### ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The governing body upholds the school's legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals.

We agree with the standard definition now adopted by most public bodies 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.”*

You may wish to indicate that you take your obligations seriously and outline your procedures for dealing with such incidents. If you choose to share this data with the local authority you should make it clear how you will do this and why you think it is important. You should also indicate that information about the number, type and seriousness of such incidents, will be reported regularly to the governing body. You should state how you will ensure staff are adequately trained to deal with such incidents and how often this training will be refreshed.

You may wish to include a statement which advises how you intend to proactively address issues around prejudice and bullying. This should be cross-referenced with the section on the curriculum and may also be appropriate to be detailed in any action plan you choose to develop.

### ROLES AND RESPONSIBILITIES

This should make clear that the governing body is responsible for ensuring the school complies with the legislation, and that the policy, the school's practice and related procedures and any action plans are implemented and regularly reviewed and monitored.

The Pupil and Personnel Committee of the governing body will have particular responsibility for this area of work and will take reports on progress and review the policy.

The Headteacher is responsible for the overall implementation of the policy on a day to day basis, but that this may be delegated as appropriate to a senior member of staff. The Headteacher 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 undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They demonstrate an awareness of specific individual needs and promote respect for diversity. They know how to respond to and deal with any prejudice-related incidents which occur.



**INFORMATION AND RESOURCES**

Stake-holders, including governors, staff, parents/carers, and pupils will then have the opportunity to add and amend the content.

Equality information is reported to governors three times a year as specified under the specific duty on public bodies in the Equality Act 2010.

**STAFF DEVELOPMENT AND TRAINING**

Staff across all sections of the community (teaching, support, mid-days, office staff etc) will have their professional development needs met in relation to this agenda at the admin day each September.

**BREACHES OF THE POLICY**

Concerns/complaints about the implementation of the policy or any infringement of it will be dealt with by the Headteacher in the first instance and subsequently through the complaints procedure of the governing body.

**MONITORING AND EVALUATION**

By the HT and Governors annually unless there are incidents to discuss.

Reviewed and ratified by Governing body	Spring Term 2024		
Next Revision (Please highlight as appropriate)	<b>Annual</b>	Biennial	Tri-annual
To be reviewed	Spring Term 2025		