



## Equality Policy and Objectives

Date adopted :	December 2017
Date to be reviewed :	Every four years (with information about progress against objectives published annually)

### Introduction

Under the Equality Act 2010, Lawnswood School is expected to comply with the Public Sector Equality Duty. This requires us to:

- a) Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- b) Advance equality of opportunity between people who share a protected characteristic and those who do not.
- c) Foster good relations between people who have a shared characteristic and those who do not.

As a public organisation, we are required to:

- Publish information to demonstrate how we are complying with the Public Sector Equality Duty
- Publish Equality Objectives which are specific and measurable

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their:

- Gender
- Race
- Disability
- Religion or belief
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity

We understand the importance of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We aim to provide the best possible education and greatest possible progress for all of our students. The ethos and core values of our school, reflected in our 7 Cs, reflect our commitment to fully including and respecting all members of our school community.

## **Guiding principles**

In fulfilling our statutory duties, we are guided by the following principles.

### ***1. All members of the school and wider community are of equal value***

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or socio- economic circumstances
- whatever their gender and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age.

### ***2. We recognise and respect diversity***

Treating people equally does not necessarily involve treating them all the same. Although our policies, procedures and activities aim not to discriminate, we do differentiate, as appropriate, to 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 and sexual orientation so that the different needs and experiences of girls and boys, women and men, lesbian, gay, bisexual and transgender people are recognised
- religion, belief or faith background
- sexual identity.

### ***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 or national origin, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment
- positive intergenerational attitudes and relationships.

### ***4. We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values***

### ***5. We aim to reduce and remove inequalities and barriers that already exist***

In addition to avoiding or minimising possible negative impacts, 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
- lesbian, gay, bisexual and transgender people

## **6. Ethos and organisation**

We aim to apply the above principles to all our policies and practices, including those that are concerned with:

- students' progress, attainment and assessment
- students' and staff personal development, welfare and wellbeing
- teaching styles and strategies
- admissions and attendance
- staff and governor recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- participation of groups in wider school activities
- preparing all members of the learning community for living and positively contributing to a diverse society.

## **7. Addressing prejudice and prejudice-related bullying**

Lawnswood School is opposed to all forms of prejudice, particularly if it adversely affects our ability to fulfil our legal duties for all aspects of equality, including:

- prejudices related to disability and special educational needs
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities (e.g. anti-semitism and Islamophobia) and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

## **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.

A nominated member of the Governing Body will monitor the implementation of this policy statement.

The Headteacher is responsible for implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A nominated member of the senior leadership team has day-to-day responsibility for co-ordinating implementation of the policy statement.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support students in their classes for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work
- ensure that students have the opportunity to have their voices heard with regard to equality issues

## **Our Equality Objectives**

1. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.
2. To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.
3. Actively close gaps in attendance between students for all groups of students, especially students eligible for Pupil Premium; students with special educational needs and disabilities; looked after children; and students from minority ethnic groups. In order to do this, we will work in partnership with families and provide support through our inclusion and pastoral support teams, Children's Services' attendance team, and external services as required.
4. Promote a growth mindset amongst our community, where students and adults believe if they work hard, they can achieve. We will do this through assemblies, community events and rewards for students who work hard in lessons and achieve well.
5. To reduce the incidence of the use of homophobic, sexist and racist language by students in the school.