

# Lancasterian Primary School



## Equality Information and Objectives

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## **Section 1 - Introduction**

This Equality Information and Objectives scheme outlines our response to the Equality Act 2010 and the Public Sector Equality Duty 2011. In the implementation of this scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

We will ensure that every pupil irrespective of sex, race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

## **Section 2 – The School and Our Objectives**

Lancasterian Primary School is in Tottenham, located in the east of Haringey. Our main community come from streets which are within 2 miles of the school and some pupils from wider afield. This area is home to many members of Haringey's diverse ethnic minority communities. Young people from many minority ethnic communities attend our school.

This Equality Information and Objectives sets out how Lancasterian Primary School will overcome barriers to learning, development and participation. The staff and governors will;

- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- aim to eliminate discrimination;
- aim to eliminate harassment related to any aspect of social identity or diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- create an inclusive school culture;
- produce only inclusive policies;
- use only inclusive practices;
- view diversity not as a problem, but as a rich resource.

Why do we have Equality Information and Objectives at Lancasterian Primary School?

- To enable us to do the very best for everyone in our school community.
- To comply with Equality Legislation

## **Equality & Diversity Objectives For 2023-2027**

Schools are required to establish at least one Equality & Diversity Objective to address any areas of inequality, or possible inequality, that we have identified through reviews and analysis of our activities, including our performance outcomes.

Our Objectives are set out below. Progress against these objectives will be monitored by SLT and reported annually to the Governing body at which time they will be reviewed and updated, as necessary.

### **1) Curriculum Intent, Implementation & Impact:**

We will further equality and diversity through curriculum opportunities, principally through the development of our Big Inclusion Curriculum. The Big Inclusion Curriculum will be a central part of how we ensure that all children have the cultural capital they need to thrive and will be the cornerstone of our vision to create a fairer society.

### **2) Personal Development:**

We will further the personal development of pupils through the reinforcement of the School's Values Family, self-assessed annually in Y1-6 through pupils' Values Journey Books. As stated in our school's Three Year Goals, our aim is ensure all pupils are able to successfully navigate the changing world around them, scoring a minimum of 25/30 in their individual annual values self-evaluation by the time they move on to secondary school.

### **3) Behaviour and Attitudes:**

We will promote understanding and awareness of different cultural and religious beliefs between different groups within our school community. This will be delivered primarily through our Personal, Social, Health & Economic Education and Religious Education curricula, complemented by our assemblies, Votes for Schools and whole school events such as International Evening.

### **4) Leadership and Management:**

We will endeavour to ensure that the staff and governing body is reflective of the local community aiming for these to be equally as diverse. This will principally be achieved through careful recruitment which reaches out to a diverse audiences and gives opportunity for people from all background to be successful.

## **Section 3 – Ethnic Diversity and Community Cohesion**

Lancasterian Primary School celebrates its diverse community. The school recognises and welcomes its responsibilities to promote community cohesion. Our school already considers this to be a fundamental part of our role and inclusion, integrity and respect are three of our core school values.

At Lancasterian Primary, we are committed to promoting the highest possible levels of achievement for all members of the school community, valuing all people equally and developing within them an enthusiasm for learning and a desire for personal excellence. We are aware of the need to constantly monitor unconscious bias, i.e. social stereotypes about certain groups of people that individuals form outside their own conscious awareness. We acknowledge that everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organise social worlds by categorising. Through staff training, ongoing discussion and debate and effective systems (e.g. our recruitment practices) we will endeavour to ensure that actions and decisions taken at the school are not driven by unconscious bias.

We promote children's personal and social development, enabling them to contribute to society as informed, caring and responsible adults. We help children to understand themselves and other people. All staff will create an environment where all pupils can contribute fully and feel valued. Teaching takes account of pupils' cultural background, linguistic needs and different learning styles. Cultural traditions are valued and made meaningful to pupils and learning experiences are structured to enable pupils to make connections with their own lives. Pupils are encouraged to challenge stereotypes and to develop the skills necessary to detect bias and challenge racial discrimination. Grouping of children is monitored to prevent discrimination.

The curriculum is planned to incorporate the principles of racial equality and to encourage thoughtful responses to and positive attitudes towards diversity. Pupils are given opportunities to explore concepts and issues relating to identity, racial equality and racism (e.g. the Black Lives Matter movement). The school will monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils from all groups. We provide a diverse curriculum, which enables children to encounter different cultures and which contributes to the spiritual, moral, social and cultural development of all pupils. We examine and select teaching materials to ensure they do not contain racial stereotypes. Extra-curricular activities and events cater for the interests and capabilities of all pupils, and considers community and parental concerns related to religion, and culture.

We aim to ensure all children (including new arrivals and refugees) feel supported and cared for in school. Any victims of discrimination will be taken seriously and supported through their trauma, using the support of external agencies where appropriate. The school follows a procedure for reporting discriminatory incidents and supporting the victims of such incidents. Our curriculum takes account of religious and ethnic diversity and the experiences and needs of the particular groups.

We understand that community cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

Proactive steps will be taken to encourage all parents to participate and be fully involved in the school community. Information and material for parents will be accessible in plain language and we aim to provide information in home languages and/or through interpreters where appropriate. The schools' premises and facilities are equally available for use by all minority ethnic communities. The school aims to promote active links with all local ethnic communities. We are committed to ensuring that the membership of our parent groups and governing body reflect the local community. We consult regularly with parents and the community to ensure that the views of ethnic minority groups are known and acted upon. Opportunities are provided through the annual school self-evaluation.

#### **Section 4 - Disability**

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate disability related harassment;
- promote positive attitudes towards disabled people;
- encourage participation of disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment;
- monitor staff and pupils by disability.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled.

The overall aim is to increase access for education for pupils with a disability in relation to three aspects of access for disabled pupils:

- improvements to the physical environment of the school to increase access to education and associated services;
- increased access to the curriculum for disabled pupils;
- improvements in the provision to disabled pupils of information that is provided in writing to pupils who are not disabled.

The school has an Accessibility Plan, updated in 2019.

### **Section 5 - Gender**

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- promote equality of opportunity between women and men in all of our functions;
- ensure that we provide an environment where LGBTQ gender issues are understood and supported.

We analyse pupil achievement and discriminatory incident data by gender using school based assessments. Targets are set for groups of pupils identifying underachieving and vulnerable pupils or pupils at risk of under-achievement.

A gender issue is any issue relating to equality or inequality of the sexes.

- At times it is beneficial to group children with a common gender together in order to support equality of opportunity.
- Children should be made aware of the positive reasons for these groupings and how they ensure equal access to the curriculum i.e. girls' access to traditionally male dominated areas; boys' access to traditionally female dominated areas.
- Children should be encouraged to work in mixed gender groups and this will be reflected in our classroom practice

It is inappropriate to:

- Line children up as 'boys' and 'girls' as this implies a difference and reinforces stereotypes
- List boys and girls separately e.g. coat pegs, class lists, errands, as this sends hidden messages to the children
- Reinforce stereotypical views by, for example, sending boys to play with trains and cars / girls to play in role play.

The school works closely with the appropriate outside agencies to address issues around gender violence and domestic violence as they arise

Whilst the internet is a source of excellent material, it is however unrestricted and has no international boundaries. This freedom also provides access to undesirable and sometimes dangerous material. Undesirable web sites can include pornographic, violent and racist material. The school will take all reasonable precautions to protect children from inappropriate material and to ensure that curriculum time is not wasted, when using the Internet. However, this will only be effective if pupils use it thoughtfully and cautiously. The school aims to work in partnership with pupils and parents/guardians to make clear its expectations of the children and to foster in them a responsible attitude to the use of the Internet.

## **Section 6 - Religion and Belief**

Our school recognises the need to consider the actions outlined by the Equality Act which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

It will be ensured that policies and procedures promote equality with regards to religion or belief.

## **Section 7 - Sexual Orientation**

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act. We are committed to taking a pro-active approach to preventing all forms of LGBTQ-related discrimination within the school and will ensure that our policies, functions and procedures promote sexual orientation equality.

We aim to ensure that there are equal opportunities for all children and adults in the school community whatever their sexuality.

Sexual Stereotyping:

- The school environment celebrates diversity and challenges stereotyping.
- No job is considered to belong exclusively to one sex.
- The school makes clear to all parents and carers that any information about their personal circumstances, including their sexuality, childcare arrangements etc. will be welcome and treated with confidence.

Homophobic Bullying:

- Homophobic incidents are recorded and acted upon in line with other anti-bullying procedures.
- Challenging homophobic bullying and addressing homophobia are referenced appropriately in relevant policy documents.
- Homophobia is considered where possible across the curriculum.
- Pupils are encouraged to make informed judgments about their actions.
- Recognition is given to different styles of learning, and opportunities are offered to put learning into practice.
- The school seeks to raise parental awareness about school procedures and processes to prevent homophobia and homophobic bullying.

The school's commitment to challenging homophobia and homophobic bullying, and to creating a safe learning environment for all pupils, including those who are of differing sexual orientation and preferences is made explicit to all members of the school community. There is support for **all** staff to be open about their sexuality.

## **Section 8 - Anti-bullying and Discriminatory Policy Framework**

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy.

We believe it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. We recognize that certain groups and individuals may be discriminated against and therefore we are strongly committed to positive action to remove and challenge discrimination in all aspects of the school and its work. We recognise that adults may have preconceived expectations of children's behaviour and we are committed to challenging discrimination and stereotypes.

**We will:**

- reduce and attempt to eradicate all incidents of bullying;
- encourage all members of the school community to take responsibility for the care and safety of others;
- ensure that all children and adults within school have a common understanding of what bullying is and how to deal with incidents should they occur;
- communicate clearly to children, parents and carers the school's strong response based on zero tolerance;
- develop the sense of right and wrong in our school community;
- be alert to the signs of bullying and harassment and to report any incidents as appropriate.

Staff will receive training and induction in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.

All bullying and discriminatory incidents are recorded and trends are analysed over time.

**Section 9 - Employment Practices**

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

**Recruitment Policy**

Lancasterian Primary School wishes to recruit and retain high quality staff in all sections of the school. This policy has been produced to highlight the procedures involved in recruitment and selection, to ensure they are understood and implemented throughout the school.

**We Aim**

- to recruit high quality staff from a diverse range of backgrounds which is reflective of our school community in order to raise the achievement of all our children;
- to ensure the safety, security and welfare of the children and staff.

**Equal Opportunities**

We strive to create a workforce which reflects our community. We will actively seek to invite applications from underrepresented groups and ethnic minority groups. We will ensure that there is no discrimination on the basis of gender, culture, ethnicity or religion, in the appointment of staff.

**Implementation**

Our Safer Recruitment Policy outlines the steps that we take to ensure that our recruitment processes are safe, fair and effective.

**Procedures for Recruitment and Selection of staff**

The Governing Body has overall responsibility for the recruitment and selection of all staff. The Governing Body has sole responsibility for the recruitment and selection of the Head Teacher.

The Governing Body delegates the responsibility for recruitment and selection of all other staff to the Head Teacher, although is still involved in the selection of some key roles.

When a vacancy occurs the job role is analysed and consideration given to whether it still exists in its present form. Knowledge, skills and attitudes required to fill the vacancy are considered. Personnel involved in the recruitment and selection process should possess the relevant knowledge, skills and have a full understanding of their responsibilities.

Members of the Governing Body on interview panels should have received relevant training. Other members of the recruitment and selection panels have received in-house training by observing interviews

taking place and taking part in interviewing. Formal training will be offered when suitable courses are available.

The most appropriate methods of recruitment are:

- The school website
- Advertisements in LA internal vacancy list
- Haringey Education Partnership
- The Times Educational Supplement
- The Guardian
- The Local Group Newspapers
- Advertisements placed on school notice boards
- The LBH teacher pool for NQTs

### **Section 10 - Roles and responsibilities**

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

The governors and school staff subscribe wholeheartedly to this extract of Haringey Council's Equality Policy Statement:

"We oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified".

The governors and school staff are committed to removing any barriers which would impede learning, development and participation.

It is the responsibility of every member of the school staff to ensure this policy is implemented on a day to day basis throughout the school. Its effectiveness will be monitored by the leadership team and will be reported to the Governing Body

#### **The governing body is responsible for:**

- ensuring that the school complies with legislation;
- ensuring that this policy and its related procedures and strategies are implemented;
- ensuring that the policy is reviewed regularly and strategies put in place to address any adverse impacts;
- ensuring that a broad range of views are sought.

#### **The Head Teacher is responsible for:**

- implementing the equality information and objectives;
- assessing and monitoring the impact of the scheme;
- ensuring that curriculum planning takes account of ethnicity, language and cultural needs of all pupils;
- working with staff to track underachievement and put strategies in place to address these;
- ensuring that all members of the school community are kept informed of the policy;
- ensuring that staff understand their responsibilities and are given appropriate training and support;
- ensuring that there is equality of opportunity in recruitment, training and promotion;
- ensuring that the results of surveys, questionnaires and meetings impact on improving attainment, ethos and procedures;



- following procedures for reporting incidents to the local authority, handling complaints and dealing with harassment.

**All staff are expected to**

- respond to and report incidents that may occur;
- know how to identify and challenge bias and stereotyping;
- incorporate principles of equality and respect for diversity in to all aspects of their work.

**Breaches of the Policy**

Breaches of the policy will be dealt with using the appropriate pupil or staff disciplinary procedures. The head teacher and governing body will take legal advice and will not hesitate to take legal action in the event of a breach of this policy.

**Section 11 - Contracting and Procurement**

The practice outlines in this scheme will be applied and referred to when contracting any services to the school. Contractors will be made aware of the schools Equality Information and Objectives and the implementation of equal opportunities standards within employment and service delivery.

**Section 12 - Reporting and Reviewing the Equality Information and Objectives**

Progress against the school's equality objectives will be reviewed as part of the school self-evaluation process. The Governing Body and Head Teacher are responsible for monitoring the schools' Equality Information and Objectives. The Head Teacher will report to the Governing Body on the review of the scheme through the Finance, Personnel and Premises Committee.

**Section 13 - Publication**

The Schools Equality Information and Objectives is published on the school website and is available on request.