

# Lanercost Church of England Primary School

Care Believe Achieve

'Live life in all its fullness' - John 10:10

Reference Number S22	Review Date January 2025
Approved by SAGS Subcommittee (November 2021) Update Approved by A. Wilkinson and K.Reid September 2022	
Policy Title	<i>Equality Policy and Single Equality Scheme</i>

The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher.

This document and the Equality Objectives should be reviewed every 4 years and information demonstrating how we are meeting the aims of the public sector equality duty should be published annually.

## REVIEW SHEET

Version Number	Version Description	Date of Revision
1	Original	June 2012
2	Reformatted only	February 2014
3	Word changes to reflect action plan and priorities	January 2017
4	Minor word changes	October 2019
5	Minor word changes	November 2020
6	No significant policy changes but some significant cuts to wording, increase in spacing and text size for readability, and updates in the language used to talk about disability (e.g. people with disabilities because they are people first), race (e.g. people of BAME origin because they are people first) sex, gender, gender reassignment, updated definitions and links to further resources. Updated information to ensure terminology is correct. Very minor changes.	September 2022

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## SINGLE EQUALITY SCHEME STATEMENT

The Public Sector Equality Duty (PSED) requires schools to consider how their policies, practices, and day-to-day activities impact staff and pupils (including prospective staff and pupils and in some circumstances former staff and pupils) with regard to their protected characteristics: age and marriage & civil partnership (in relation to staff only), and disability, race, sex, gender reassignment, sexual orientation, pregnancy & maternity, and religion or belief (including lack of belief).

At Lancercost CE Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from us, irrespective of any legally protected characteristic they might have, or their socio-economic background (e.g., pupils from low income families, Children Looked After, those with Child Protection plans, young carers, and those with English as an additional language, even though these are not legally protected characteristics), and to showing that we have "due regard" for the need to:

- Eliminate unlawful discrimination, harassment, and victimisation, including by association (treating a pupil less favourably because they have a black boyfriend), or by perception (treating a pupil less favourably because it is thought they are gay will be discrimination due to sexual orientation even if they are not gay);
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not.

We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and can participate fully in school life. To do this we look to remove barriers and if we can't, we look to achieve equity for all in everything school does from setting policy and implementing procedures to teaching practice, recruitment, and budget allocation which means sometimes we treat people differently because they have different needs.

We will work to:

- Remove or minimise disadvantages;
- Take steps to meet different needs;
- Encourage participation when it is disproportionately low.

The achievement of pupils will be monitored according to any relevant protected characteristic that we might reasonably be expected to know they have and their socio-economic background, and we will use this data to support pupils, raise standards and ensure inclusivity.

We will tackle discrimination by promoting equality, challenging bullying & stereotypes, and creating an environment which champions respect for all. At Lancercost C of E School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our Single Equality Scheme (SES) demonstrates how our school has worked with and listened to our staff, pupils, parents, carers, and other members of our wider school community to inform development of our objectives and help us understand the need and commitment necessary to ensure our Scheme is a success and is key to how we foster good relations. It also shows our commitment to being a good employer and fully inclusive of all community users, including parents and carers.

We will publish information to demonstrate how we are complying with the equality duty annually (SES: Part 2) and one or more specific and measurable equality objectives every 4 years (SES: Part 3).

<b>Signed:</b>	<i>A. Wilkinson</i>	<i>(Head teacher)</i>	<b>Date:</b>	September 2022
<b>Signed:</b>	<i>K. Reid</i>	<i>(Chair of Governors)</i>	<b>Date:</b>	September 2022

## PART 1 - SINGLE EQUALITY SCHEME

### 1. Aims of the Single Equality Scheme

- To describe this school's commitment to equality throughout all policies and practice.
- To help us ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.
- To comply with statutory duties under equalities legislation in one document.

### 2. Purpose of the Equality Scheme

To comply with our legal duties under the Equality Act 2010 (see Appendix A), our Scheme describes how we are trying to systematically set and implement good practice in equality and diversity as follows:

- Develop and review the SES and our objectives with appropriate timescales for the future;
- Eliminate discrimination;
- Eliminate harassment or victimisation related to any aspect of social identity or diversity;
- Promote equality of opportunity;
- Promote positive attitudes to all aspects of social identity and diversity;
- Encourage participation by people with disabilities 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;
- Take proportionate action to address the disadvantage faced by particular groups of pupils, employees, or other members of the school community like pupils' parents or carers.

### 3. Planning to Eliminate Discrimination and Promote Equality of Opportunity

Part 3 of our Scheme is an Action Plan which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. We prepare this plan through consultation with key stakeholders including pupils, parents & carers, governors, staff, and others in the school community.

We also have an Accessibility Plan which specifically focuses on how we will improve equality of access to education for pupils with disabilities, to work for employees with disabilities, and to work or a family life for visitors and other members of our school community with needs that we must make reasonable adjustments for (reasonable and proportionate steps to overcome barriers that may impede some people), alongside other protected groups. We publish them together because they overlap and we want to make sure we are meeting our duties to promote positive outcomes in relation to disability, and actions to address other social identities.

Progress towards the Objectives in Part 3 and the Accessibility Plan is reported on regularly to the Governing Body and reviewed annually. Part 2 of our Scheme is an

annually updated Information Report about diversity in our school and how we are doing against our Equality Objectives.

We take steps to ensure our Single Equality Information Report (Part 2) and our Objectives (Part 3) are understood and implemented by all staff and are published on the school website. It will be made available in different formats and in different languages on request to the school office.

#### 4. Roles and Responsibilities for Implementing the Single Equality Scheme

##### *The Governing Body*

The Governing Body will:

- ensure our school complies with all relevant equalities legislation;
- undertake relevant and up-to-date training in our equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our school's equality objectives;
- establish our SES action plan is part of our School Development Plan;
- support the Head teacher in implementing any actions necessary;
- ensure people are not discriminated against when applying for jobs at our school on grounds of a protected characteristics (disability, race, sex, gender reassignment, sexual orientation, pregnancy & maternity, age, marriage & civil partnership, and religion or belief, including lack of belief).
- take all reasonable steps to ensure our school environment is accessible to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race etc.;
- ensure that no child is discriminated against whilst in our school because of their sex, disability etc.;
- inform and consult with parents, carers and the wider school community about the Scheme;
- evaluate and review the information supporting the Scheme annually;
- evaluate the objectives and action plan/school development plan at least every 4 years.

##### *The Head teacher*

will take steps to ensure:

- staff and parents are informed about the Single Equality Scheme;
- staff understand the broad legal definition of disability;
- the Scheme is implemented effectively;
- they manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- staff have access to training which helps implement the Scheme;
- they monitor the Scheme, Objectives and Action Plan and report to the Governing Body at least annually, on their effectiveness;
- the SLT are kept up to date with any developments which affect the Scheme or action plan;

- appropriate support and monitoring **is in place** for all pupils and specific and targeted pupils **under the Scheme**, with assistance from relevant agencies;
- all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- the principles of equal opportunity **are promoted** when developing the curriculum, respect for other people, and equal opportunities to participate in all aspects of school life;
- all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, **are appropriately recorded and treated** with due seriousness and in line with the Behaviour Policy and procedures;
- complaints of discrimination, harassment, or **victimisation are dealt with** speedily and complainants **are notified** of the outcome and actions taken;
- **appropriate** action is taken **according to who is being affected** e.g. pupil, member of staff, volunteer etc. in the event of equality expectations not being met.

### ***All Staff: teaching, non-teaching and other adults involved with our School***

All staff, both paid and unpaid are required to:

- **understand and** accept that **equality** is a whole school issue and support **our** Single Equality Scheme;
- be aware of the Single Equality Scheme **and Objectives** and how they relate to them **and their work**;
- keep themselves up to date with relevant legislation and attend **any** training/information events;
- **ask for support if they have questions or need** training;
- ensure all pupils are treated fairly, equally (or equitably e.g. **giving more or less support than to others to achieve the same aims**), and with respect;
- strive to **include** materials that **provide** positive images, especially based on race, **sex**, and disability and **that** challenge stereotypical images;
- ensure that all pupils with a **protected characteristic** are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and our relationships with pupils, staff, parents, and the wider community;
- **understand** how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know **our** procedures for reporting incidents of racism, harassment or other forms of discrimination.

### ***Pupils***

Pupils **are expected and will be supported to**:

- be involved in the development of the Scheme **to help them** understand how it relates to them in an age or ability appropriate way;
- to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;



- **help us** ensure our peer support programme promotes understanding and supports pupils who are experiencing discrimination.

## 5. School Aims Statements

### *Staffing and Employment*

To ensure no employee or other adult working at, or potential employee applying for jobs at our school is discriminated against on grounds of a protected characteristic we will:

- ensure staff are appropriately trained in their equality duties and the needs of protected groups in our school community, and have mechanisms in place to identify areas for development;
- make **necessary** reasonable adjustments to prevent a person **with disabilities from** being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in **relevant** continued professional development opportunities for all staff;
- make efforts to ensure the diversity of our workforce reflects our local community and wider society;
- not enquire about the health of an applicant or require them to complete a generic health questionnaire as part of the **recruitment process** until a job offer has been made unless the questions are necessary to find out if an applicant needs reasonable adjustments to access the recruitment process fairly (such as for an assessment or interview), or when the question relates to a person's ability to carry out a function that is intrinsic (or absolutely fundamental) to that job e.g. a PE teacher **who must also be able to perform all aspects of first aid including resuscitation**;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment, discrimination, **or victimisation** recognising that our staff may be either victims or perpetrators.

### *Pupils' Attainment and Progress*

This school recognises and values all forms of achievement, has high expectations of all pupils while challenging them to reach their full potential'. We will particularly monitor and analyse pupil performance by **race or ethnicity, sex, disability, special educational needs or disability**, and social background. **Disparities we identify** will be addressed through targeted curriculum planning, teaching, and support.

### *Curriculum Development and Delivery*

To provide all pupils with the opportunity **to achieve their full potential**, we will:

- use contextual data to improve the ways we provide support to individuals and groups of pupils;
- monitor achievement data by **race or ethnicity, sex, disability and any other relevant protected characteristic as well as socio-economic background in some cases**, and **act to close** any gaps;
- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- use self-assessment as a teaching **and** learning strategy, and provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;

- take account of the achievement of all pupils when planning for future learning and set appropriately **challenging** targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of our school population and local community in terms of race, **sex, sexual orientation**, and disability, without stereotyping;
- promote attitudes and values that will challenge racist **or** discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others;
- promote activities that celebrate our common experience and that recognise diversity and foster understanding and respect for the culture, **religion, and beliefs** of all our pupils and their families;
- **try to involve** all parents and carers in supporting their child's education **and personal development**;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning.

### *Pupil Welfare and Pastoral Care*

**To** promote the health, safety and welfare of all our **pupils** and staff, **and provide** a caring and supportive pastoral system that takes account of their needs, we will:

- develop and continually review our Health, Safety and Welfare Policy;
- ensure details of this Scheme are shared with all teaching, non-teaching, and ancillary staff;
- expect all staff and volunteers working in **our** school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequality;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language (**EAL**) and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies **if** required) to victims of harassment and bullying **and** deal with perpetrators in line with our Whole School Behaviour Policy **providing them with** relevant support to consider and modify their behaviour;
- ensure guidance and support for pupils **or staff** is delivered in a way that does not discriminate against pupils with unseen (e.g. cognitive, visual, hearing, mobility/**bodily function, severe allergic reactions, conditions** prone to seizure) impairments;
- ensure appropriate and discreet facilities for pupils who require personal or intimate care to protect their dignity and foster respect for their individual needs;
- empower staff to raise any concerns with **SLT about** their health, safety and welfare **by having clear procedures** and promoting wellbeing strategies among staff.

### *The Quality of Provision – Curriculum and Other Activities*

To provide an appropriate curriculum for pupils of all backgrounds we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;

- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
  - boys and girls
  - pupils learning English as an additional language
  - pupils from minority ethnic groups, including Gypsies and Travellers
  - pupils who are gifted and talented
  - pupils who are undergoing gender reassignment
  - pupils with special educational needs
  - pupils with disabilities
  - pupils who are looked after by the Local Authority
  - pupils who are at a risk of disaffection and exclusion
  - pupils who are the subject of a child protection plan
- ensure that each area of the curriculum is planned to include the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity and that encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences about religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (websites and the Virtual Learning Environment) to support a high-quality learning and teaching experience to all our pupils irrespective of disability.

### ***Behaviour and Attendance***

Lanercost C of E Primary School expects high standards of behaviour from all pupils appropriate to their age or stage of development, all staff and from others who work with or connected to school. For more information, please see [our behaviour policy on our website](#).

Through our school ethos and curriculum, we want our pupils to understand better diversity in society. We want to provide opportunities for them to explore the subtleties and complexities to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

To ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all and we expect all staff to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour and we take this into account when dealing with incidents of unacceptable behaviour;

- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation (directed against an individual or group, based on real or perceived difference, and linked to racism, homophobia, ableism, sexism etc.) and we will act to prevent, challenge and eliminate such behaviour;
- have clear anti-bullying procedures in place to record, monitor and deal promptly, firmly and consistently with all incidents including cyberbullying, sexting and other forms of harassment and victimisation, especially related to racism, ableism, sexism and homophobia;
- ensure that all staff are trained to deal effectively with bullying of all types, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme, especially in leading by example and having high expectations of all pupils;
- take steps to ensure that pupils, staff and parents are aware of our policies and procedures for dealing with harassment, and know that language or behaviour, which is extremist, racist, sexist, homophobic or potentially damaging to any equality group, is always unacceptable;
- provide information and advice on attendance, behaviour, and exclusion to parents and carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;
- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to disability;
- make provision for leave of absence for religious observance for staff as well as pupils;
- monitor attendance by race or ethnicity, sex, disability, special educational needs or disability, and social background, and address disparities we identify between different groups of pupils;
- fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the school roll.

### *Partnership with Pupils, Parents, Carers and the Wider Community*

We have established good links with our local and wider community, and we engage in visits and we welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them in school.

To help us understand diversity in school and sensitively promote participation in our Single Equality Scheme we will:

- involve all stakeholders including pupils, staff, parents and other users of the school in meeting our equality duties by providing information and asking for opinions and support;
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for people with

disabilities or those for whom English is an additional language or who are newly arrived in this country;

- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise the participation of under-represented groups of parents and sections of the community.
- Provide clearly written progress reports to parents that are free from jargon to encourage participation in their child's education (incl. in other formats/languages as above). Parents with a disability or with learning difficulties will be able to access school's information;
- fully involve parents and carers in plans for their child with special educational needs or disabilities and ensure they understand the purpose of any intervention or action plan and are told about the parent partnership service when SEND is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events we hold are designed to include the whole community;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

### *Leadership and Management*

We have a clear admissions policy and procedures which are in line with those issued by our Local Authority. To ensure our admission process is fair and equitable to all pupils and our employment practices reflect equality and diversity, we will:

- not discriminate against a pupil with disabilities in determining admission arrangements;
- admit pupils with already identified special educational needs and disabilities. Pupils with Education Health and Care Plans will always be admitted unless, through the statutory assessment process, it is demonstrated that we cannot cater to a child's specific needs through reasonable adjustments;
- gather comprehensive information about pupils' ethnicity, first language, religion or belief, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body;
- take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this Scheme and that all staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they find it;
- ensure that staff training continually highlights equality issues, including in the induction programme for new staff or volunteers;
- recognise and value the skills of all staff, including non-teaching and part-time staff and ensure all staff are given status and support and encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this Scheme;

- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. images of people from different equality groups, their prominence in displays at eye level etc.

### *Linguistic Diversity*

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

### *Sex and Gender Reassignment Equality*

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non-binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

### *Admissions and Exclusions*

Our admissions arrangements are fair and transparent, and do not unlawfully discriminate on protected characteristics or socio-economic factors.

Exclusions will always be based on our Whole School Behaviour Policy and we will:

- Closely monitor exclusions by sex, race or ethnicity, special educational need or disability, and background to avoid potential adverse impacts and ensure any discrepancies are identified.
- Take action to address any disparities we find between different groups of pupils;
- Take all reasonable steps to prevent the exclusion of a pupil for a reason related to their disability.

## PART 2 – Single Equality Information Report Demonstrating compliance with the Public Sector Equality Duty

### 1. Our School Profile

Lanercost C of E Primary School is a Church of England Voluntary Controlled School. The number on roll is currently 74 pupils. The roll of the school is likely to increase slightly due to the popularity of both the school and nursery. The percentage of pupils taking free school meals (FSM) is 1.5%, well below the national average of 14.5% (July 2016 DfE stats).

16.7% of our pupils have special educational needs. There is an equal ratio of boys to girls.

90% of our pupils enter the school from private nurseries or our nursery other than the home. Some parents use their entire 15 hours entitlement whilst others use just three. As a result, attainment and maturity is wide-ranging. In order to address this inequality, we have worked closely with pre-school settings building in regular visits by members of our staff, we also aim to develop positive relationships with parents. In the term prior to starting school in September, all children who had applied to the school for a place were offered visits to the school for three afternoons. This allowed them to settle into the school environment and allowed the EYFS staff to get to know the pupils and to make initial assessments of the pupils and form relationships prior to the start of the new school year.

Our catchment area takes in the villages of Low Row, Lanercost, The Banks, a large rural area demarcated by the River Irthing and Kingswater which includes isolated farms. There are few amenities available locally. The immediate area is very rural and has There are a small number of ethnic minority pupils – 8%. 72% of our pupils come from outside our official catchment area. They are attracted to our school because of its outstanding reputation. We have a breakfast club which operates on a Tuesday and Wednesday from 7.45 a.m.

We have a number of vulnerable groups including those with special educational, learning needs.

We are a Voluntary Controlled School with a strong Christian ethos which develops the whole child.

We have never had problems attracting staff and currently have a full teaching staff complement. Staff at the school are very committed and therefore we have a very stable staffing..

The LA deals with admissions to the school. When we are made aware of pupils who are joining the school with disabilities, we make arrangements to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the pupil starting school. The school has fully ramped access but is not level throughout the building so restricting access to any wheelchair users. A temporary internal ramp will be used as and when needed. Our reception area is accessible to disabled people. We have one disabled toilet.

No pupils have English as an additional language.



Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

Recruitment procedures are based on those provided by the LA with all advertising being processed through the County HR and Advertising Team.

## 2. Disability Equality Duties

Our commitment to achieving equality of opportunity for pupils with disabilities, their families, school staff, and other school users has a number of objectives:

We will promote equality for people with disabilities by:

- removing barriers to the accessibility of education, employment, services, information and buildings;
- encouraging good practice by our partners by giving relevant advice or instructions;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of people with disabilities;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of pupils, staff or other school users with disabilities.

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

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the 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;

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.

Follow our Accessibility plan:

- We have one disabled toilet
- All steps have a yellow edge paint line
- The ramp has a hand rail
- A budget is available to provide for equipment for disabilities as they arise e.g. changing bed
- We have a Supporting Pupils with Medical Needs policy, staff have access to training e.g. Asthma and Anaphylaxis management

## 3. Racial Equality Duties and Community Cohesion

We recognise that people of Black, Asian and Minority Ethnic (BAME) origin experience discrimination based on colour, race, nationality, religion, and ethnic origin. Racial harassment and violence are the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

To ensure this school takes all necessary steps to prevent and tackle racial harassment and to help people of BAME origin live free from harassment, feel safe and enjoy and achieve throughout their education or working life at our school, we will take steps to:

- keep accurate records of all groups of faith or ethnicity, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the suitability of our educational provision;
- prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure our staff and other adults working in our school, pupils and their families, as well as our partners and the wider community fully understand the principles of good race relations.

The school is situated in a rural predominantly white area. As a consequence of this we have worked hard to promote informed views about other cultures and countries and have links with a school in Botswana.

- Monitoring information about achievement by ethnicity is applied consistently – it is considered for the small percentage of children as part of pupil progress meetings
- the school curriculum routinely uses a wide range of story books with a multi cultural background, PSHE covers issues related to racism and prejudice, collective worships look at key figures for example Mother Teresa, Nelson Mandela. In RE teaching of other faiths is integral to the curriculum
- The school Christian ethos fosters and understanding and openness to other cultures and works hard to develop an awareness of global citizenship
- The school has welcomed pupils from the William Howard Tanzanian Link

#### 4. Sex and Gender Reassignment Equality Duties

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non- binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;

There are no significant issues related to gender for the school, however, the steps below have been taken in recognition of possible issues which may arise:

- The school has addressed the gender differences by ensuring all clubs, sports, and games are offered equally to boys and girls. We have a very good take up from boys and girls in after school clubs
- The school monitors information about achievement by gender, monitoring of boys and girls attainment is considered at pupil progress meetings. Extra support is in place where needed.
- Outdoor learning is promoted to build confidence and learning for all pupils. This has a positive impact on kinaesthetic learners many of whom are boys. We ensure a wide range of teaching styles to meet the needs of the learners.
- The school provides the opportunity for pupils to see good role models in a variety of different jobs. Despite all of the teaching staff being female, we encourage men to come in to help with clubs.
- Through assemblies and collective worship we encourage our children to discuss the changing roles of women over time e.g. Emily Pankhurst
- Single Status Equality Scheme has meant that all staff regardless of gender are treated equally in terms of pay.

## 5. Religion and Belief Equality Duties

This school recognises that people can face discrimination because of attitudes in society towards the religion, faith, or belief they hold or faith community they belong to. Faith-based hate crime has a character that is distinct from race-based hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We understand this means we must assess the impact that our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

Our school is a Church of England School which recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non- belief.

- We work with the Anglican Church, Methodist and Catholic churches. We also engage with the Woodland Trust, Cumbria Wildlife Trust and the National Trust who promote a strong set of values grounded in caring for the environment.
- Lanercost C of E Primary School follows the Locally Agreed Syllabus for RE
- Parents may withdraw their children from RE or collective worship

## 6. Sexual Orientation Equality Duties

This school is committed to combatting unlawful discrimination, harassment and victimisation faced by people who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ or LGBT+) and we aim to ensure equality of opportunity in education, services, and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both inside the community and across wider society.

We are committed to taking a proactive approach to preventing all forms of homophobia in the school community and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

## 7. Pregnancy and Maternity Equality Duties

We recognise that the Equality Act 2010 now specifically includes the need to protect female students who are pregnant or who have recently given birth from discriminatory practices.

This school will ensure that no student will be excluded purely on grounds of pregnancy and that up to 18 calendar weeks authorised absence period immediately before and after the birth may be given in order to ensure that the student is reintegrated into education as quickly as possible.

Female staff are already covered under existing employment legislation.

Such a student is protected from discrimination because:

- she is or has been pregnant;
- she has given birth and unfavourable treatment occurs within a period of 26 weeks beginning on the day she gave birth;
- she is breastfeeding and unfavourable treatment occurs within the period of 26 weeks beginning on the day she gave birth;
- a female student is protected even when the baby is stillborn, so long as she was pregnant for at least 24 weeks before she gave birth;
- both direct and indirect discrimination related to pregnancy and maternity relate to the person being disadvantaged and treated unfavourably.

## 8. Publication of the Single Equality Scheme

Our Single Equality Scheme (Part 1) is published in English and in pdf format with our Report (Part 2) and our Objectives Action Plan (Part 3) on our school website. A printed copy is available on request from the school office. It can also be made available in other formats e.g. another language, or braille.

- The Single Equality Scheme is published on the school website
- It will be made available in a printed form and in other accessible forms on request.
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We update and re-publish the detail of our Scheme (Part 1) as necessary, Part 2 annually to account for the September intake or staffing changes and how they affect diversity in school, and Part 3 no less than every 4 years. We will also review Part 3 in brief annually in light of our new Part 2 to ensure our longer-term goals remain relevant.

## 9. Complaints

If a member of the public feels that they have suffered discrimination, harassment, or victimisation from this school because of their protected characteristic i.e. race (including nationality, ethnic group, regional or national origin), sex, gender reassignment, sexual orientation, age, marital or civil partnership status, pregnancy or maternity, disability, or religion or belief (including lack of belief), they should report it using our normal School's Complaints Procedure. For more information please see [our complains procedure here](#).

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.



## Part 3 – Equality Objectives/Action Plan – 2022-2023

Link to Public Sector Equality Duty	Protected Characteristic/Equality Group	Aim	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates:	Indicator of Achievement
Gender equality	Gender	To ensure high attaining boys at KS1 make expected progress at KS2	To increase the rate of progress of high attaining boys at KS2	Boys	Additional support for more able boys	Class teacher Headteacher	2022-2023	Boys with high attainment at KS1 get to GD at KS2, particularly in Maths and writing
Disability equality	Disability	To remove the barrier to wheelchair access as a result of the external step within the Early Years area.	To create a ramp outside EYFS Area.	Disabled pupils and adults	Commission a builder to come up with a solution for an external ramp	Govs Headteacher	2022-2023	Full access to the school for wheelchair users
Disability equality	Disability	To remove the barrier to wheelchair access as a result of the internal step within Class 3.	To create a ramp inside Class 3.	Disabled pupils and adults	Commission a builder to come up with a solution for an internal ramp	Govs Headteacher	2022-2023	Full access to the school for wheelchair users

**Appendix D**

Religion/ Belief equality	Race/Rel igion/ Beliefs	To ensure that all pupils have a positive attitude to other cultures/religion s/beliefs	To widen the opportunities of our children to meet people from different faiths, culture and backgrounds	Whole school	Plan visits to different religious places of worship Invite visitors to the school from different ethnic backgrounds To link the curriculum specifically to religious festivals that are not Christian Collective worship themes focus on diversity of people and their achievements	Subject Leaders and Headteac her	2022- 2023	Children visit different religious place of worship Increased number of visitors who are form ethic/cultura l backgrounds
Fostering good relations hips	Age	To improve understanding and to challenge stereotyping between young and old people	Increased positive attitudes towards each other	All year groups	Young people are encouraged to come into the school for work experience Elderly members of the community help inn school All staff have CPD opportunities regardless of their career stage	Headte acher and class teacher s	2022- 2023	Improve relationships with all members of the community
Nurturing a good understa nding of equality in		To ensure a wide variety of family situations, ethnicities and abilities through	To widen the children's exposure to range of family	All year groups	Texts and activities will have different family situations, ethnicities and abilities	Headte acher and class teacher s	2022- 2023	Children see these as a part of life in modern Britain and the world.



society.		text and activities across school.	situations, ethnicities and abilities					
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