



LORDSWOOD
SCHOOL

Lordswood School Equality Policy

Reviewed: Annually

Last Review: **January 2018**

Equality Policy

Introduction

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).

This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief or lack of belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty. The **Public Sector Equality Duty** or “general duty” requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The Act places a duty upon all schools in the context of school self-evaluation to:

- Review and revise existing policy and practice to ensure that race equality is actively promoted across the school.
- Develop policy and practice to eliminate racial discrimination and harassment, including an active approach to countering bias and prejudice.
- Set targets for race equality, addressing specific issues relevant to the school context in their school Development/Improvement Plan (SDP/SIP).
- Monitor systematically provision and outcomes by ethnicity
- Evaluate the effectiveness of the implementation of their race equality policy and procedures.
- Take steps to ensure that all staff are trained and confident in challenging racism and in promoting race equality, including the recognition of pupils’ cultural heritage and language profile.

Monitoring Pupil achievements

The school collects group and individual data on attainment by ethnicity, based on the new national population census ethnic categories (see appendix 1). Data is analysed in order to measure the school’s performance and effectiveness and to examine trends in progress and development. The results of such analyses is used to

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maintain and develop successes. Other areas of the whole curriculum that may have an adverse impact on pupils' attainment will also be monitored.

These include:

- Teaching strategies (including the use of additional adults in the classroom).
- Learning styles and opportunities (including responses to diverse language and cultural needs).
- Curriculum planning and resources to aid learning.
- Behaviour management (including exclusions).
- Racist incidents, racial harassment and bullying.

Pupils' Attitudes, Values and Personal Development

In the school we:

- Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality.
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, oppression and discrimination.
- Equip our pupils and staff to understand that reason and sensitivity have to underpin ways and means of resolving arguments and conflicts.
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs.
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength.
- Recognise the importance of a person's experiences, family, community (and its historical explication) to shaping their understanding of themselves and their place in society.
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual.
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

Teaching and Learning

The school will ensure that:

- Teaching methods and styles take full account of the needs of pupil's background experiences.
- Access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups.
- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality.
- Diverse learning styles and experiences are recognised, developed from dependence through independence to Interdependence.

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- The skills to learn in a range of different styles and contexts are developed and enhanced.
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning.
- All staff have good strategies for helping bilingual and multilingual pupils to improve their English.
- Teaching methods used are accessible to individuals and groups (monitored by ethnicity and background).
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to teach higher standards.
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe.

The curriculum

Teachers ensure that curriculum content and resources and classroom environments present and value Britain as a culturally diverse and developing society within an interdependent wider world. In presenting this diversity and complexity, all staff and volunteers take care not to present different cultures in static and stereotypical ways.

All teachers develop the dimension of cultural diversity as appropriate to their subject and care responsibilities. The school curriculum:

- Supports the development of personal, social and cultural identities in all pupils.
- Teaches pupils respect and value for diversity
- Teaches pupils the nature of cultural diversity in Britain and globally.

Admissions and transfer procedures

The Local Authority is the Admission Authority for our school; Parents are invited on application forms to provide ethnicity information.

Transition planning takes account of the diverse needs of minority ethnic pupils. Appropriate guidance and support is provided for all parents and pupils in relation to the new context in which the children will learn. We seek to ensure that all pupils who need additional support are given the help that they need.

Leadership

The Governing Body, Head of School and senior leaders recognise their key role in leading for race equality and that practice is central to achieving the aims and objectives of race equality in the school.

Staff recruitment and retention

The school recognises the value of diversity in the school staff and governing body and ensures that its recruitment policy:

- Does not discriminate against minority ethnic groups.

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- Takes appropriate action to seek staff and governors from a diversity of backgrounds.
- Steps are taken to ensure that cultural bias is removed from recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process.
- A demonstrated commitment to race equality will be a criterion for the selection of all new staff.
- The school monitors its staff development and the support it provides to staff to ensure that retention rates for minority ethnic staff and governors match the retention rates for the staff and governing body as a whole.

Staff career structure and development, guidance and support

The school aims to:

- a) Encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school.
- b) Ensure that all staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities. Such access is monitored by ethnicity.
- c) Recognises the additional challenge isolated minority ethnic staff may experience and ensures that appropriate support and networking opportunities are available.
- d) Ensures staff effectiveness in responding to race equality is directly addressed in staff induction and training sessions, staff meetings and performance management meetings as appropriate. The school strives for consistency of approach and effective practice

Commitment

School managers actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

To achieve this:

- All staff, governors, parents/carers and pupils are actively involved in developing, implementing and evaluating the school race equality policy. Where pupils or parents cannot engage actively in the process there will be opportunities for their advocates or community representatives to be involved.

Attendance, Exclusion and Behaviour

1. The school recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusion rates, numbers of pupils with Individual Behaviour Support Plans (IBSP's), School Support Plans (SSP's) and Pastoral Support Plans (PSP's) and systems for rewarding and sanctioning pupils will be monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.
2. Where the pattern of a pupil's undesirable behaviour is being monitored, the circumstances, which lead-up to that behaviour, are analysed in order to address any possible racial harassment and institutional racism.
3. We monitor the exclusion of ethnic groups from both the classroom and the school and will address any discrepancies.
4. Understanding pupils' behaviour includes taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.
5. The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.
6. The school recognises the right of pupils to take time off for religious/cultural observance and action is taken to minimise any disruption to the education of pupils who are absent for religious/cultural observance.
7. Provision is made for pupils who are on leave for religious/cultural reasons.

Parents and the wider community

Active steps are taken to involve minority ethnic parents, including as appropriate:-

- The use of translations especially for key documents (e.g. Home School Agreements), Education, Health and Care Plans (EHCP's), school reports, and for basic labelling across the school buildings
- The use of interpreters at parents consultation evenings, Person Centred Annual Reviews, preparation for transition SSP and PSP meetings
- Active recruitment of such parents as classroom helpers, mentors and school governors.

The school seeks to work in partnership with local minority ethnic community organisations and where possible access the expertise, skills, knowledge and

experiences of people from local minority ethnic communities. We promote the community's access to school facilities.

Indicators for success

In implementing school policies, the following indicators demonstrate success

- **High levels of achievement.** All pupils achieve their full potential and the performance and progress of pupils from all racial groups is broadly similar.
- **Higher attainment.** The school's profile of attainment rises and any attainment gaps between ethnic groups are reduced.
- **A diverse curriculum.** Challenging racism and celebrating diversity and racial equality is addressed across all areas of the curriculum. The experiences and expertise of pupils, parents, staff, and members of the local community from different racial groups are utilised in delivering the curriculum.
- **Reduction in exclusions.** Few pupils are excluded from the school and there are no disparities in rates of exclusion across different racial groups.
- **Admissions.** The ethnic profile reflects the ethnic profile of the area from which pupils are drawn.
- **Active parental involvement.** Attendance at parent evenings is high across all racial groups. Parents from all racial groups contribute to consultations, and participate in activities and events organised for parents.
- **A diverse governing body.** The governing body is representative of the different ethnic and cultural groupings in the local population. The retention rates for black and minority ethnic governors match the retention rates for the governing body as a whole.
- **An effective governing body.** All members of the governing body are fully aware of their responsibilities in relation to their duties under the Act. Governors play an active role in decision-making on racial equality matters.
- **Effective response to racial harassment and racist incidents.** Incidents of racism and racial harassment are dealt with promptly. Strategies are employed to reduce racism and racial harassment and evaluations show that these are effective. Feedback from pupils, parents and staff victims show high levels of satisfaction with the way in which victims are supported, and incidents handled and resolved.
- **A diverse workforce.** The ethnic profile of non-teaching and support posts reflect the ethnic profile of the community. The school is playing an active role in partnership with EduCation to increase the representation of people from minority ethnic groups, both in to teaching and in attaining senior positions in the profession and this is having positive outcomes in the school.
- **A successful workforce.** All staff feel valued and able to contribute fully to all aspects of the school's work.
- **Successful partnerships.** Successful partnerships with a wide variety of local organisations, including local groups representing the minority ethnic

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population. Partnership organisations play an active and valuable role within the school.

- **Pupil and parent satisfaction.** High and equal levels of satisfaction with the school's overall performance from parents and pupils from all ethnic and cultural groups.
- **Low complaint levels.** Few significant complaints about admissions, behaviour, exclusions, the curriculum, teaching, assessment, support and other provision for pupils, with no disparities of significance across different racial groups.
- **Trust.** A high level of trust and confidence from all parents, pupils and staff and a rich and diverse sense of community within the school.
- **Respect.** The school is respected for its commitment and effectiveness in the race equality field.

Race Equality Amendment Act

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

As a multi-ethnic school, we respect and value the linguistic, cultural and religious diversity of the community we serve.

We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

We are committed to challenging racial discrimination and harassment, ensuring race equality, promoting good race relations and preparing all pupils for life in a culturally diverse society.

Our commitment will be demonstrated through:

- Ensuring high expectations of all
- Monitoring the impact of all of our policies on different ethnic groups
- Fostering respect for all groups and individuals
- Promoting positive non-discriminatory behaviour
- Eradicating barriers in order to maximise participation and the success of all
- Drawing on the diverse experiences and skills of all pupils, staff and the wider community
- Ensuring representation of the wide range of heritages in our community across the structures and curriculum of our school
- Ensuring appropriate support for isolated individuals of different ethnic groups within the school

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school policies on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.