



Single Equality Scheme – APRIL 2021

OUR VISION AND VALUES

Statement of Intent – 2020/2021

At Lodge Farm Primary School, we believe that every child has the right to equality of outcome and to achieve their full potential. In order to achieve equality, we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion. We welcome our responsibilities under the Equality Act 2010.

At Lodge Farm, we believe that positive actions are fundamental in ensuring all stakeholders in our school have equal chance to achieve, participate and fulfil their roles in school and the wider community. Equality for all helps us to develop a sense of identity, social justice and to be successful as individuals, as a school and as a community.

We understand equality to mean treating everyone fairly and with dignity and by valuing their individual characteristics such as their age, disability, gender identity, race, sex, religion, belief, sexual orientation and socio-economic circumstances or any other visible or non-visible difference.

We further understand that people have different needs, situations and goals and some people may experience additional barriers and challenges. Therefore, achieving equality of outcome requires the removal of discriminatory barriers, and the recognition that the allocation and distribution of resources cannot always be distributed equally if we are to live up to our commitment to **everyone** being able to achieve their full potential whilst at Lodge Farm Primary School.

SCHOOL CONTEXT

Lodge Farm Primary School is a 2- form entry, maintained school located in Stevenage.

The Office for National Statistics, together with Ofsted's IDSR, describe the school's catchment as follows:

WHAT DO WE MEAN BY EQUALITY

At Lodge Farm Primary School we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

INTRODUCTION

Under [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2017](#) schools are no longer required to publish an equality scheme or action plan. The statutory requirements are for governing bodies of all maintained schools and academies to:

- draw up and publish equality objectives every four years (see below – pg 15)
- annually publish information demonstrating how they are meeting the aims of the general public sector equality duty (see below – pg 9 - 12)
- draw up an accessibility plan and review this every three years (see accessibility plan policy – separate document).

It is still good practice however, for schools to make a statement about the principles used to review the impact on equalities of its policies and procedures, to identify how it fulfils its specific duties to publish information and how specific objectives will be determined and measured.

OUR GUIDING PRINCIPLES

All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

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

We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, 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/experiences of prejudice are recognised
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

- promote positive intergenerational attitudes and relationships.

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

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
- whatever their age.

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 and socio-economic backgrounds
- girls and boys, women and men
- lesbian, gay, bisexual and transgender
- age (where appropriate).

ETHOS AND ORGANISATION

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' and staff personal development, welfare and well-being
- 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.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example 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 and its related procedures and strategies are implemented.

The Head Teacher, Helen Turner, is responsible for implementing the policy; 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. She has day-to-day responsibility for co-ordinating implementation of the policy.

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 pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.
 - ensure pupils have the opportunity to have their voices heard with regards to equality issues

COMMUNICATION

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers.

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

LEGAL DUTIES

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities Act 2010.
2. We welcome our duty under the Education & Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. Summaries of our legal obligations under the three main equality strands of disability, ethnicity and gender are outlined below. After each of the three equality strand we have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which will be included in our Equality Action Plan as well highlighting the successful impact we have already had in our school.

SUMMARY OF LEGISLATIVE REQUIREMENTS

The legal frameworks: The Equality Act has put a new single **Equality duty** on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion. The act protects people from discrimination on the basis of “protected characteristics” (which previously used to be called grounds). The relevant characteristics for services and public functions are:

Disability

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular “capacity” such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability.

Gender re-assignment

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

Pregnancy and maternity

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status.

Race

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

Religion or belief

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system. Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

Sex

A person’s sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

Sexual orientation

Everyone is protected from being treated to a detriment because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person’s sexual orientation. That may include someone’s appearance, the places they visit or the people they associate with.

Age

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds. The School in carrying out its duties agrees to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves, in particular, to the need to:

- (d) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- (e) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- (f) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

- (a) tackle prejudice, and
- (b) promote understanding.

The School will also comply with its Specific Duties under the Public Sector Equality Duty. These are:-

- to annually publish information to demonstrate its compliance with the duty imposed by section 149(1) of the Act.
- to prepare and publish one or more objectives it thinks it should achieve in order to satisfy paragraphs (a) to (c) of subsection (1) of section 149 of the Act. (sections 4.2 a-c above)

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on persons, and in particular the effect on the recruitment, development and retention of employees.

DISABILITY EQUALITY

The General duty

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality. The duty came into force on 4 December 2006 and requires public authorities to: (now replaced by Equality Policy 2010)

- promote equality of opportunity between disabled persons and other persons
- eliminate unlawful discrimination
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably.

Specific duties

The specific duties relating to policy Development & Service Delivery require public authorities to: produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfil their general and specific duties

- involve disabled people in the development of the scheme
- explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons
- assess and consult on the likely impact of proposed policies on the promotion of disability equality
- review the scheme every four years.

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on disabled persons, and in particular the effect on the recruitment, development and retention of disabled employees.

What impact have we already had on disability equality within school?

We work with a range of outside agencies to ensure that we identify strategies to ensure all our pupils' needs are met, using them to guide school towards effective resources, providing training for staff, meeting with parents and carers to support them and develop effective nurture provision to enable vulnerable children to overcome the barriers they have to learning.

As an employer, we have staff members with disabilities which are supported to access their working environment.

What key issues remain for our school? - Actions 2021/ 2022

Induction of new staff to ensure that are familiar with all children that may require differentiated curriculum or access due to disabilities.

To further develop Inclusion Team – a working party consisting of SENDCo, DSL and Inclusion Lead and Nurture Team staff, to encourage cross-party working and cohesion.

Access arrangements

We have disabled toilets in school for both children and adults. We have accessible wheelchair ramps. There are designated disabled parking spaces in the car park. School is accessed by both steps and a ramp.. We work with a range of agencies.

As a school we run comprehensive nurture groups for pupils who require additional support, co-ordinated by the our Nurture Team Lead and run by our highly trained support staff. We also have a number of staff trained to administer care for a range of medical needs such as diabetes.

What key issues remain for our school? - Actions

RACE EQUALITY

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality. This has also now been replaced by the Equality Act 2010

The General duty

The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

Specific duties

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out an authority's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority's arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- monitoring its policies for any adverse impact on the promotion of race equality
- ensuring public access to information about the services that it provides
- training staff in connection with the general and specific duties
- reviewing the scheme every four years.

The specific duties covering an authority's role as an employer are to:

- monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion.
- monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment

What impact have we already had on race equality in our school?

School resolves and reports all racist incidents, discussing them with both the victims and perpetrators. We ensure the victim is happy that the incident is dealt with to their satisfaction. Racist incidents are handled rigorously and reported in line with LA policy. We celebrate Black History month, as well as promote racial equality throughout the year. We consider other cultures, races and religions as part of our SMSC assemblies and in our PSHCE and R.E. lessons.

What key issues remain for our school? - Actions 2020/ 2021

To further engage parents from a range of ethnic backgrounds.
To support families where English is not the first language.

GENDER EQUALITY

The general duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to: (replaced by the Equality Act 2010)

- eliminate unlawful discrimination and harassment.
- promote equality of opportunity between men and women.

Specific duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a gender equality scheme (now part of this Equality Policy) setting out their gender equality objectives.
- gather and use information on how their policies and practices affect gender equality.
- assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men.
- consult stakeholders in the development of the scheme.
- assess functions and policies, or proposed policies, which are relevant to gender equality.
- implement the actions set out in the scheme every four years.
- review the scheme every four years.

The specific duties covering an authority's role as an employer are to:

- consider the need to have objectives that address the causes of any differences between the pay of men and women that are related to their sex.
- gather and use information on how its policies and functions affect gender equality in the workforce.

What impact have we already had on gender equality in our school?

Staff have a robust understanding of the importance of planning to ensure lessons are engaging for all genders with particular support for boys. Through our school ethos, staff, pupils, parents and carers all understand that gender equality is the norm. No-one should be discriminated because of their gender. Through SMSC assemblies and our PSHCE curriculum, pupils all understand they have an equal right to learning irrespective of their gender and that pupils can take part in all activities without adhering to stereotypical ideas of gender imbalance. Years 5 and 6 discuss specific issues around stereotyping and gender as part of our Sex and Relationships Education curriculum.

What key issues remain for our school? - Actions 2021/ 2022

To continue to monitor the gender gap in terms of attainment and achievement for both boys and girls
To further promote mixed activities that value the contribution of both boys and girls.

COMMUNITY COHESION

Since September 2007 all schools have had a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

We at Lodge Farm Primary School make this contribution by creating opportunities, through the curriculum and

We engage with agencies and the wider community to ensure that our provision meets the need of each individual in our school.

otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

We recognise that a school's community is defined in 4 dimensions:

- the school community,
 - the community within which the school is located,
 - the UK community,
 - the global community.
- We understand that there are links between this duty and the duty to promote equality, although each has a distinctive focus.
 - We recognise that our school's contribution to community cohesion should be organised under three main headings:

Gender Recognition Act 2004

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information.

Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1992 and the Sex Discrimination (Amendment of Legislation) Regulations 2008.

Human Rights Act 1998 and Article 14 of the European Convention on Human Rights

Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as "sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status".

Part 2 of the Equality Act 2006

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

Equality Objectives

Equality Objectives – 2021/2022

To be more pro-active in promoting Lodge Farm's Equality duty to Stakeholders.

Through our recent Governance Review, we looked at communication of our Vision with all stakeholders – and this includes our equality duty.

Protected Characteristic: All groups

Priority 1 To ensure our curriculum promotes role models/heroes that reflect our school's diversity with whom our children can positively identify.

Protected Characteristic: All groups

Priority 2: To secure internal and external support for children with high level SEND

Protected Characteristic: Pupils with SEND

Success indicator: Percentage of SEND pupils working at broadly ARE+ will increase

Priority 3 To raise standards with SEND and Intervention children and to Close the Gap

Protected Characteristic: Pupils with SEND

Success indicator: Percentage of SEND pupils working at broadly ARE+ will increase

Priority 4 Ensure attainment for disadvantaged pupils is the same as for non-disadvantaged pupils

Protected Characteristic: Pupils with economic disadvantage

Success Indicator: The difference between disadvantaged and non-disadvantaged pupils diminishes

Priority 5 Increase awareness of issues and support strategies relating to gender diversity

Protected Characteristic: Gender diversity

Success Indicator: Individual case studies demonstrate impact of increased awareness and support.

GLOSSARY:-

Diversity is,

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community.

Duty

A mandatory and legal obligation to do something.

Promote

Contribute to the progress and growth of...

Make publicity for.....

Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

What is meant by **discrimination?**

Generally “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”).

People are also protected from:

- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped make a complaint about discrimination, unless they know the complaint was not true.

Direct discrimination

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic. Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate. It is not direct discrimination against a non disabled person to treat a disabled person better. Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

Combined discrimination

Sometimes, a person may experience worse treatment than someone else because of combination of the protected characteristics they have: There may be an interaction between two or more than two of a person’s characteristics, but a claim for combined discrimination will only look at a combination of two of them.

Indirect discrimination

People’s experiences and opportunities in education can be affected by an education provider’s rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

Victimisation

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

Harassment in the Equality Act 2010 means:

- Unwanted behaviour which has purpose or effect of:
- Violating the dignity of another person: or
- Creating for that person an intimidating, hostile, degrading and humiliating or offensive environment.

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

Positive action

"Positive action" means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.