

# LINDON BENNETT SCHOOL

## EQUALITY POLICY STATEMENT



### MY REQUESTS

Give me the dignity and respect I deserve

Always give me time to respond

Remember I like to make choices, please help me to do so

Always look out for me and keep me safe

Always remember to tell me what is happening next

Stay calm and be patient with me

Give me the opportunity and time to communicate for myself

Talk with me, not about me

Please take the time to understand what I am trying to tell you

Please don't judge me

**Last Review: Spring 2021**  
**Next Review due: Spring 2024**

## **Introductory notes**

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence, and to decide on specific and measurable objectives.

## **Legal framework**

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties 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.

## **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

*Principle 1: All learners are of equal value.*

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

*Principle 2: We recognise and respect difference.*

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

*Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.*

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

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

*Principle 4: We observe good equalities practice in staff recruitment, retention and development.*

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

*Principle 6: We consult and involve widely.*

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys.
- homosexual as well as heterosexual people.

*Principle 7: Society as a whole should benefit.*

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- homosexual as well as heterosexual people.

*Principle 8: We base our policies and practices on sound evidence.*

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

### *Principle 9: Measurable objectives*

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8). The objectives which we identify take into account national and local priorities and issues, as appropriate. Our equality objectives are integrated into the school improvement plan. We keep our equality objectives under review and report annually on progress towards achieving them.

This is where we, as a school community (Staff, pupils, parents, governors) need to set objectives that are SMART. Normally consist of three objectives. Examples of objectives:

#### **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the needs and development of our children.

#### **Ethos and organisation**

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

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff 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.

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

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above

- 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 Islam-o-phobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy. The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Senior Leadership Team have 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
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

### *Accessibility*

We ensure that all pupils and staff have equal access to all areas of the school and where adaptations are necessary they are made in line with current legislation, removing any barriers to inclusion.

### *Information*

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their 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, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### *Breaches of the policy*

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

### *Monitoring and review*

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, religious affiliation, national origin and national status; and gender.

## Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p> <p>To ensure pupils have ongoing access to learning both remotely or in school throughout the Pandemic.</p>	<p>Curriculum is subject to ongoing review to ensure it meets the needs of all pupils.</p> <p>Personalised learning Outcomes (PLO) ensure the curriculum outcomes are individualised for each pupil.</p> <p>Strong links with school and home.</p> <p>Webpage updates to support remote learning.</p> <p>Weekly contact with families where pupils are not attending</p>	<p>To continue regular on going monitoring of PLO's, planning and assessment processes within the inclusion of middle leaders (Team Leader roles).</p> <p>Regular in house training and planning sessions to ensure a reactive, dynamic and creative curriculum is offered to all.</p> <p>Pupils and families feel supported by Lindon Bennett school.</p> <p>Pupils are able to access aspects of learning remotely and parents feel able to ask for support and help when</p>	<p>Appointment of Team Leader for EYFS, KS1 and KS2.</p> <p>Clear monitoring process with the inclusion of Team Leaders and middle leaders.</p> <p>Introduction and whole school implementation of Solar Assessment system. In house training to support teacher led data analysis and pupil progress meetings.</p> <p><b>Develop remote learning to ensure all pupils are able to access as much learning at home as appropriate and possible.</b></p> <p>Pupils attending school to continue to access a full curriculum.</p>	<p>Team Leaders</p> <p>Assistant Head Teachers</p> <p>Deputy Head Teacher</p> <p>Head Teacher</p>	<p>Reviewed 2018/2019</p> <p>Ongoing through 2019/2020</p> <p>2020- Ongoing throughout the pandemic and after to support all pupils and families.</p>

	<b>school.</b>	<b>required.</b>	<b>The recovery curriculum incorporated into all areas of the curriculum to ensure ongoing assessment of personal, social and emotional needs of pupils and mental wellbeing.</b>  <b>Ongoing support of staff to ensure they feel confident to deliver learning remotely and to support their own wellbeing and mental health including leaders within the school.</b>		
Improve and maintain access to the physical environment	New building on our main Street site was specifically designed to meet the needs of all learners Danesbury Road site has undergone a recent building update to meet the needs of all learners.	There are no access issues at present although regular monitoring of the new building will continue. Improvements to the two classroom at our Danesbury road site continue.	Complete the planned improvements to two classrooms at DR site. Continue to review pupil access on both sites to ensure a positive impact on learning.	Mark Hutton SBM  SLT	Ongoing through 2018/2019  To be updated 2019/2020  Needs updating
Improve the delivery of information to pupils	A small number of pupils can read. Most pupils communicate using augmentative systems such as Makaton and PECS	AHT continues to review the effectiveness of communication strategies across the school.	Regular monitoring of the use of communication strategies and pupil progress within their communication skills.	Adele Mears AHT	Ongoing through 2018/2019  Ongoing and to be updated in line with new Communication assessment within Solar

