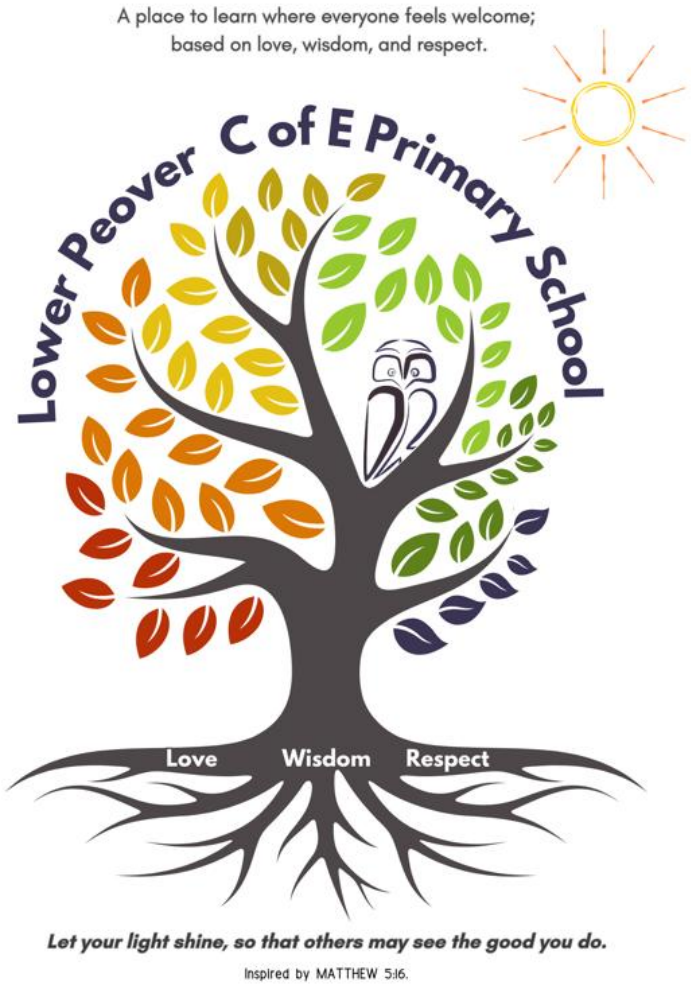

Pupil Equality, Equity, Diversity & Inclusion Policy

Review Date:	**October 2027**

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Statement of intent

Lower Peover CofE Primary School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010.

We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Our school's demographic state is directly linked to our overall aims for achieving equality.
To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance and Absence Policy
- Relationships, Sex and Health Education (RSHE) Policy
- School Uniform Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

Roles and responsibilities

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed, or victimised in relation to:
  - Admissions.
  - The way the school provides an education for pupils.
  - How pupils are provided with access to benefits, facilities, and services.
  - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

The headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, considering new legislation and government guidance, and previously reported incidents, in order to improve procedures.

- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance, and personal counselling.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity, and inclusion across the whole school community.

Protected characteristics

Staff will not discriminate against, harass, or victimise a pupil, or prospective pupil, because of their:

- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

Race and ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair.

Staff will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.

The school will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

The school may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing the school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.
The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

Religion and belief

Staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief.

The school will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

Sexual orientation

Staff will ensure that all gay, lesbian, and bisexual pupils, or the children of gay, lesbian, or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

The school will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate pupils on positive relationships, families, and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.

Staff will ensure that any religious beliefs with regard to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.
Staff will support LGBTQ+ pupils to feel comfortable and ensure that they can celebrate their identity.
The school will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

Gender reassignment

Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings, or other family members.

The school recognises that gender reassignment does not necessarily involve physical change and can be solely social and emotional.
Pupils will have the right to dress in accordance with their true gender identity within the constraints of the school's dress code, outlined in the School Uniform Policy.

The school will ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Gender-specific toilets and changing facilities.
- Private changing facilities.

The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.

The school will support trans pupils to feel comfortable and ensure they can celebrate their identity.

The school will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination.

Looked-after children (LAC)

LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of the school's Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly considered and addressed, whether this is with or without a SEND statement or EHC plan.

The school will adhere to its LAC Policy containing further information addressing equal opportunities for LAC.

The curriculum

Pupils will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have.

The school will ensure, however, that the curriculum is as balanced as possible, via the delivery of PSHE which is delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

The observation of inclusive teaching strategies will remain a key aspect of the SLT's programme of monitoring.

The school will respect the right of parents to withdraw their child from sex education.

Promoting inclusion

The school will promote inclusion and equality through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, considering the correct spelling, structure, and pronunciation.
- Ensuring, as far as possible, that the governing board and staff reflect the full diversity of the local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating the policy to parents to gain their understanding, agreement, and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

Pupils that have left school

The school's responsibility to not discriminate, harass or victimise will not end when a pupil has left the school. It will continue to apply with regard to subsequent actions related to the school's previous relationship with the pupil, such as the provision of references.

The Public Sector Equality Duty

The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the Protected Characteristics section of this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

Bullying and discrimination

The school's Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.
Any bullying incidents of a child protection or safeguarding nature will be reported, recorded, and dealt with in line with the process in the school's Child Protection and Safeguarding Policy.

The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

Staff training

New staff will receive relevant training on the provisions of this policy during their induction.

Whole-school staff training will be delivered in-house on an annual basis.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day.