



Equality Objectives Statement

Approved by: Governing Body **Date:** 4th October 2022

Last reviewed on: 4th October 2022

Next review due by: 4th October 2023

Introduction:

Larkfield has a proud history of inclusion and we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, staff member, parent or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage or civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Living to the values of our school mission statement which is *"For all our children to enjoy successful learning in a safe and happy environment."* We aim to model this in our daily relationships and interactions at every level.
- Always treating all members of the school community fairly and with respect.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging understanding and open-mindedness.

We are committed to having a broad, balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

Dealing with prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost seriousness. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Larkfield pupils are taught to be:

- Children who live to the core values of our school, as exemplified through our mission statement.
- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

Larkfield employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

Larkfield employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Gender
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality. Anyone seeking to use Larkfield premises or facilities through letting or hire is also expected to maintain these same standards.

No redundancy will be the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Closing statement

At Larkfield, we passionately advocate that prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

The following policies are on our website and they further outline the school's position regarding equality.

- Accessibility policy
- Behaviour and discipline policy
- Pupils Equity, Equality and diversity policy
- Special Educational Needs and Disability policy.
- Child Protection Policy

We are very proud of our commitment to treating all at Larkfield with dignity, humanity, tolerance and respect, in line with our mission statement *"For all our children to enjoy successful learning in a safe and happy environment."*

Julian Ward. Headteacher: September 2022.

Compliance with the Equality Act 2010 Duty

At Larkfield Primary School, we are working to ensure all stakeholders are aware of their responsibilities in complying with both the General Duty and the Specific Duty of the Act.

The information below is a summary of how we are aware of these requirements and how we respond to them;

Members of our Staff and Governing Body have had training on the key concepts of the Equality Act 2010.

We promote an ethos that champions and supports respect, dignity and difference.

We have appropriate policies that deal promptly and effectively with incidents and complaints of bullying and harassment. These include prejudice based bullying related to a protected characteristic. Staff have appropriate training in challenging and dealing with bullying and harassment.

We record all racist, homophobic or other prejudice based inappropriate behaviour or inappropriate language. We analyse our data to ensure we act upon any concerns in relation to these protected groups by identifying any patterns or trends with regards to these issues.

Our Accessibility Plan increases the extent to which all pupils can participate in the curriculum, improve the physical environment of the school and increases the availability of accessible information to disabled pupils and parents/carers.

We review our Accessibility Plan annually.

We have a curriculum that is highly positive, offering memorable experiences that contribute to pupils' spiritual, moral and cultural development.

Through a broad range of study within our PHSE education, we work hard to promote respect, inclusivity and an appreciation of difference.

Pupils are encouraged to broaden their understanding of other beliefs, cultures and faiths.

We have a vibrant and well balanced school council that ensures pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and within the immediate community. The School Council is strong articulate, contributing to whole school decision-making where appropriate.

We have strategies for engaging with parent/carers; including those who may traditionally find working with school difficult.

We recognise and understand that attendance plays an integral part in a pupil's achievement at school. Thus, through our Attendance and Punctuality protocol, we investigate any discrepancies that may occur and address any inequalities appropriately. We strive to ensure our pupils maintain a high level of attendance and punctuality.

We recognise our responsibility under the General Duty of the Equality Act to have ‘Due Regard’ for eliminating unlawful discrimination, advancing equality of opportunity between protected groups and those who are not’ and to ‘foster good relations between people who share a protected characteristic and those who do not’.

We believe that whilst each protected characteristic may require differing approaches to advancing equality of opportunity and to fostering good relations, eliminating unlawful discrimination is an overarching principal to effective promotion of equality and diversity. Eliminating unlawful discrimination, harassment and victimisation is fundamentally at the core of our process to embed equality and diversity into our school culture and ethos.

Below are some examples of how we both advance equality of opportunity and foster good relations. These shall be reviewed annually.

GENDER

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff and governors on a range of equality and diversity issues.	We have a curriculum that supports pupils to understand, respect and to value difference and diversity and one in which challenges negative stereotypes.
We identify and address any barriers to participation of particular groups of pupils in learning and other activities	
We report, record and respond to all gender based bullying, including language and behaviour promptly and effectively.	

DISABILITY

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff on dealing with the challenges and needs of disabled pupils.	We have regular parent/teacher consultations and induction meetings prior to a disabled pupil starting school.
When required we seek the advice and support of external agencies.	We positively promote disability and use positive images and stories of disabled people.
We promote positive links with parents/carers	Where appropriate, we liaise with special schools in the borough regarding effective provision.
We target additional specific support where appropriate	

RACE/EAL

How we advance equality of opportunity	How we foster good relations
We provide good quality training for all our staff and governors on a range equality and diversity issues.	We have a curriculum that supports pupils to understand, respect and to value difference and diversity and which challenges negative stereotypes.
We identify and address any barriers to participation of particular groups of pupils in learning and other activities.	We work with other agencies to help parents whose English is their second language to improve their ability to engage and participate more fully in school.
We celebrate other countries cultures and traditions including festivals and celebratory events.	
We report, record and respond to all racist language and behaviour promptly and effectively.	

RELIGION, FAITH BELIEFS

How we advance equality of opportunity	How we foster good relations
We promote inclusion for all faith groups in all aspects of the curriculum.	We organise visits to different places of worship reflecting different religions and beliefs
We welcome outside speakers from different religions into school to share with us their beliefs and practices.	The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice and discrimination.

SEXUALITY

How we advance equality of opportunity	How we foster good relations
We are committed to ensure that all pupils or staff members are protected from discrimination or harassment through training and the promotion of respect and tolerance.	We have a curriculum that supports pupils to understand, respect and value difference and diversity.

Reviewing Equality Objectives

The review of the progress of our equality objectives will take place annually and will help inform our school priorities. This information will be published and made available across all platforms.

PUBLICATION

All Equality Policies, and Statements will be published on our website and will be made available both electronically and in a hard copy format.

Larkfield Primary School adopts a whole school approach to equality and diversity and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHRC) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as whole, learning about these topics can be at best appear irrelevant, and at worst hypocritical. The respect and tolerance it teaches, will help staff and pupils create a healthier, happier fairer school culture and could lead to reductions in bullying and other negative behaviour and improvements in attainment and aspirations'.