

Equality, Diversity and Accessibility Policy (Single Equality Statement)

Approved at Full Governors	Spring 2025
Review date	Spring 2026

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

Dr Martin Luther-King

This policy replaces all previous policies pertaining to equality: e.g. Racial Equality, Disability & Race Equality Schemes. The policy sets out the school’s approach to promoting equality, diversity, accessibility and community cohesion, bearing in mind the requirements and duties set out in the Equalities Act 2010. It applies equally, where applicable to adults and children in school. It applies equally to adults in any capacity working in school: paid staff, governors, volunteers and parents and carers.

Our Vision Statement

Children are at the heart of everything we do and Christ is the light that guides us.

- Christian values and compassion are cherished and are the heartbeat of our actions.
- Every aspect of school life is centred around how to make a positive impact on every child.
- Children are nurtured to help them feel safe and happy.
- Everyone in our school is valued and respected
- We intend for every child to be able to grow, reach their full potential and develop a lifelong love of learning
- Everyone’s efforts and achievements are celebrated
- We help each other to make healthy lifestyle choices.
- Everyone is encouraged to make a positive contribution to their future in a diverse world.

Our Christian Values

COURAGE LOVE FRIENDSHIP HOPE FORGIVENESS RESPECT

Related Documents

Behaviour & Discipline Policy, including Anti-Bullying

Curriculum Policy

RE Policy

Collective Worship Policy

SEN Policy
Recruitment and Selection of Staff guidelines
SEN Policy
School Aims
Code of Conduct

Principles and Values

Through this policy the school seeks to ensure that no pupils, staff, parents, guardian or carers or any other person through their contact with the school, receives less favorable treatment on any grounds that cannot be justified.

We are committed to giving all our children equal and every opportunity to achieve to the highest of standards. This means that we do not simply treat everybody the same, but rather we understand and tackle different barriers which could lead to unequal outcomes for different groups of pupils.

Information about the School's specific context and data considered in assessing vulnerability to discrimination are given in Appendix 1.

Appendix 2 gives specific guidance to the implementation of the policy, procedures and examples of current practice.

This policy recognises the nine characteristics, protected in law, of the Equality Act 2010:

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|----------------------------------|------------------------|
| 1) Age | 6) Gender reassignment |
| 2) Sex | 7) Disability |
| 3) Race | 8) Sexual Orientation |
| 4) Marriage & Civil Partnerships | 9) Religion or Belief |
| 5) Pregnancy and Maternity | |

In addition we include economic disadvantage within this policy, recognizing that this has one of the most significant impacts on the achievement of children and young people. We also include ethnic and national origin, language, responsibility for children or other dependents, trade union or political activities, social class, where the person lives, and spent convictions.

The School is committed to:

- Promoting race equality and good race relations;
- Challenging unfair discrimination against any group or individual;
- Achieving the aims and vision of the school mission statement, including caring for other people;
- Welcoming diversity and recognising the contribution it makes to our community and children's personal and social development;
- Supporting community cohesion by making appropriate and reasonable adjustments to its facilities, e.g. in making the playing field more level for all.

Values Framework

- All members of the school community will endeavor to contribute towards a happy and caring environment by showing respect for, and appreciation of, each other and visitors as individuals.
- We aim to develop those attitudes of tolerance, understanding and respect that will equip children and adults to take their rightful place in an inclusive society and to contribute positively to that society.
- The school will endeavor to recognise and provide for the specific needs of individual children in order to provide equality of opportunity.
- This school is committed to educating and preparing the children for life in a diverse society by placing emphasis on common principles and by understanding and celebrating differences.
- We will promote the principles of this policy through the way our school is staffed, the lessons and subjects we teach, the learning support we provide, our relationships with parents, employers, community groups and through all other activities.
- We will encourage, support and enable all pupils and staff to reach their full potential.

We also act to ensure that each and every member of the school community:

- Feels a full and respected member of the school community
- Has high expectations of themselves, their fellow students, staff, and others with regard to fair treatment
- Develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- Develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- Develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behavior, language and attitudes
- Develops awareness that disability can be both seen or unseen and that people with learning and other disabilities (e.g. autism, Aspergers syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs. Our visitors to Agents of Hope worships provide the children with high aspirations through diversity.

Staff Recruitment and Development

All posts are advertised in line with recruitment policies and practices.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes equality. Training is linked to priorities within the School Development and Improvement Plan.

Race, Disability and Gender Equality

Race Equality:

The school promotes a climate of racial equality to which the whole school subscribes. It is unlawful for a person to discriminate on racial grounds against another person. The Act defines racial grounds as including race, colour, nationality or ethnic or national origins.

The school is committed to preparing all pupils for life in a multi-ethnic society by tackling racial discrimination and promoting racial equality and understanding.

Disability Equality:

The duty to promote disability equality requires all schools, when carrying out their functions, to have due regards to the need to:

- Promote equality of opportunity between disabled people and others
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities, even where that involves more favorable treatment

Our Equality and Diversity Objectives will outline how we fulfill this duty, setting targets for continuous development.

Lostock Gralam CE Primary School aims to identify and remove barriers to disabled pupils in every area of school life.

Gender Equality:

The school promotes a climate of gender equality to which the whole school subscribes. Under the gender equality duty, all public authorities must meet the general duty, which requires them to have due regard to the need to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women

The school is committed to ensuring all pupils and adults are treated equally regardless of their gender.

Diversity: families, faith, same sex relationships (LGBT)

We ensure that the fundamental British and Christian Values are introduced, discussed and lived through the ethos and work of our school. All curriculum areas provide a vehicle for furthering understanding of these concepts and our RE and PSHE lessons provide opportunities to deepen and develop understanding. Children are encouraged to embrace the values with pride and to demonstrate a good understanding of the application of these to their own lives by discussing diversity within communities and families; recognising similarities and embracing differences enabling them to love in harmony with all faiths and background, no matter what their creed, colour or disability. We teach our children to learn that appearance alone does not matter it is the person within that is important. The diversity of family structures is discussed throughout the

school through carefully selected story books. Awareness is raised more generally in the school community by displaying posters around school reflecting different types of families.

Through our curriculum we ensure children have exposure to a wide experience beyond their local community, during which these concepts are shown, through for example, local community events and church events, class charity work, sporting events, a range of visits and visitors from places of cultural and educational interests. Through our No Outsiders programme this is a constant theme throughout the year. Our work under the Rights Respecting School's Award also ensures this has a high focus. In November 2024 following work from the DBE staff have undertaken diversity training and this will be an explicit focus in 2025- 2026 will a clear action plan and subsequent resources purchased.

Language

The school has a positive view of linguistic diversity and staff should be aware of the language and dialect spoken by the children and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Language is always considered in the context in which it is used and in the context of the interpretation others make of it.

British Values

Promoting British Values at Lostock Gralam Church of England Primary School.

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British values in the 2011 Prevent Strategy and these values have been reiterated this year (2014 - 15) At Lostock Gralam these values are reinforced regularly and in the following ways:

Democracy – This is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard.

Pupils also have the opportunity to air their opinions and ideas through our School Council and annual questionnaires. The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law – The importance of laws, whether they be those that govern the class, the school or the country are reinforced at Lostock Gralam CE Primary School.

Pupils are taught the rules of the school on entry. These are our School Rules, Playground Rules and Safety Rules. Each class also discusses and sets its own

rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty - At Lostock Gralam CE Primary School, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-Safety and PSHE lessons.

Mutual Respect is one of the core values of our school and it is deeply embedded in all that we do at the school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of Respect at Lostock Gralam CE Primary School underpins our work every day both in and out of the classroom.

Tolerance of those of Different Faiths and Beliefs - Our core value of Respect ensures tolerance of those who have different faiths and beliefs. Lostock Gralam CE Primary School enhances pupils understanding of different faiths and beliefs through the RE curriculum (Chester Diocese), worship and P.S.H.E. We actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Breaches of Policy

We will consider every breach of the policy in the light of the particular circumstances and, if pupils are involved, take into account their age and the nature of the breach. We will call on support from the LA, Cheshire, Halton and Warrington Race Equality Council (CHAWREC), the Police or other agencies as appropriate.

Managing Incidents of Discrimination

Health and Safety of Children and Young People

The physical and mental well-being of children and young people is fundamental to the practice of this policy. The school will work to ensure that children feel able to express their concerns about and form of abuse or discrimination (including verbal and/or physical) in order that the issues can be dealt with in a constructive and coherent way. A child's concerns will always be taken seriously.

Pastoral Care and Support for Pupils

Where abuse and/or discrimination is identified (an) appropriate member(s) of staff will be responsible for the pastoral care and support of pupils who have experienced the abuse and/or discrimination. (This includes racial or other abuse and/or physical abuse.) All racial abuse will be logged and reported to governors.

The Process of Responding to and Reporting of Incidents

The school will involve all appropriate parents whenever specific issues of discrimination affecting pupils occur. Each incident will be treated individually but with equity. If appropriate, reference will be made to the Local Authority Guidance on Dealing with Racist Incidents. The school has put in place systems for recording racist, gender and disability incidents on Edaware. In critical incidents involving discrimination, the LA's procedures for dealing with critical incidents will be followed. All incidents are reported to the Headteacher, or Deputy Headteacher in her absence.

Roles and Responsibilities

School governors are responsible for:

- Making sure the school complies with all current equality legislation
- Making sure this policy and its procedures are followed
- Reviewing the Policy and Objectives

The head teacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know it
- Making sure its procedures are followed
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Monitoring the progress of minority/vulnerable children and reporting findings to Governors.
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination

All school staff are responsible for:

- Modeling good practice, dealing with racist incidents and being able to recognize and tackle bias and stereotyping
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class
- Keeping up to date with the law on discrimination and taking training and learning opportunities

Teaching Staff are responsible for:

- Ensuring that pupils from all racial groups have full access to the curriculum and that resources around school ensure everyone feels included and valued.
- Ensuring that disabled children have learning differentiated and adapted according to their need
- Promoting equality and diversity through teaching and through relations with pupils, staff, parents and the wider community
- Communicating any concerns regarding the underachievement of a child that could be a consequence of their racial, economic or other status

Pupils are responsible for:

- Keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area.
- The anti-bullying policy and specifically racist and homophobic bullying
- Developing school/class rules which challenge discriminatory Behaviour

Parents/Carers are responsible for:

- Keeping equality and diversity issues on the 'PTA' agenda , through a shared input with staff on developing policies relating to this area. This may include the anti-bullying policy and specifically racist and homophobic bullying, ensuring this is explicit within our Home School Policy and Code of Conduct.

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with the head teacher and chair of governors. Responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc)
- Monitoring exclusions

Monitoring, Reviewing and Assessing Impact

The school policy on equality, diversity and community cohesion is supported by our Equality and Diversity Objectives. These are linked to the school development plan and include targets determined by the governing body for promoting equality, inclusion and a cohesive community in the school.

The policy will be monitored by the Church and Community Committee, along side the Equality and Diversity Objectives. The objectives will be reviewed annually and

published on the school website. The policy will be reviewed every three years and evaluated by the Church and Community Committee, as part of the policy review process

Any pattern of inequality found as a result of assessment will be used to inform future learning and decision making.

The head teacher will provide monitoring reports for review by the Governing Body. These should refer to the school population, key initiatives and progress against targets and future plans.

To monitor and analyse pupil achievement by race, gender and SEND. ☐ Act on any trends or patterns that indicate the requirement of additional support for pupils ☐ To raise the attainment levels of vulnerable learners in core subjects Objective 2 ☐ To remove the barriers faced by some parents and pupils when engaging in learning and school life. ☐ Encourage parental involvement in all aspects of school life ☐ Ensure equity and fairness in access and engagement Objective 3 ☐ To ensure our core school values of Strive for Excellence, Take Pride, Respect All, Show resilience and Be kind underpin all that we do in school. ☐ Promote diversity and understand differences through our enhanced curriculum



EQUALITY AND DIVERSITY OBJECTIVES 2025 - 2028

Target	Actions
<p>Race Equality Ensure that adult role models and the curriculum are reflective of a range of cultures.</p>	<ul style="list-style-type: none"> • Through the staff appointment procedures be aware of the need to promote race equality. • Ensure that the curriculum and resources to teach the curriculum continue provide opportunities to learn about different cultures in this country and globally. E.g Global Goals and Rights, Respecting Schools work. Ensure all children encounter a curriculum inspired by the danger of a single story. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?subtitle=en • To ensure the diversity of our community is represented in our school. • To continue to have a range of visitors (and professionals) in school reflective of differing races and cultures • A separate diversity action plan to co-exist alongside this action plan, making sure all staff have up to date diversity training and that every child and family would feel a sense of belonging in our school from the books they read, the visuals around school to the toys they play with.
<p>Disability Equality Break down barriers to perceptions of disability.</p>	<ul style="list-style-type: none"> • Celebrate the achievements of disabled role models nationally and globally • Ensure a range of visitors enable pupils to engage positively with disabilities • Continue to celebrate inclusion and diversity through assemblies • Continue to have a range of visitors in school who have disabilities e.g amputee football team and coaches. • School office making the provision Provide larger text where needed
<p>Gender Equality Ensure the school promotes gender identity, Continue to create engaging learning opportunities that promote achievement for boys and girls.</p>	<ul style="list-style-type: none"> • To close the gaps in attainment opportunity to explore other cultures. • Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times • Continue to focus/audit provision of appropriate resources to ensure girls and boys are making good progress in all classrooms • School texts to promote positive role models • School ethos and curriculum promotes respect for differences within the school community.



<p>Narrow the existing gaps in progress and attainment of Disadvantaged pupils</p>	<ul style="list-style-type: none"> • Ensure disadvantaged pupils have access to an ambitious curriculum • Improve high quality teaching for all • Promote well-being, mental health and safeguarding • Act early to intervene at the point a challenge is identified • Adopt a whole school approach in which all staff take ownership of raising expectations and outcomes for disadvantaged pupil's achievement • Ensure every child is a fluent reader by the time they leave Lostock
<p>Community Cohesion Achieve a greater awareness of national and community identity.</p>	<ul style="list-style-type: none"> • Embed British Values through curriculum. • To monitor and promote the involvement of all pupils in the school extracurricular activities termly subject reviews to audit community, national and global coverage. • Monitor levels of attendance at extracurricular events/ groups by pupil groups. Promote to specific pupils through parental discussion. • The planned curriculum represents national and global community learning opportunities, as well as reflecting British Values. • Increased number of pupils attending clubs and activities.
<p>Sexual Orientation Ensure that Sex and Relationship Education recognises diverse family structures</p>	<ul style="list-style-type: none"> • Ensure all staff respond appropriately to questions raised by children. • All staff Ongoing Pupils and staff recognise that families are made from a range of gender and sexual orientations. • Please see policy and Andrew Moffat schemes of work and resources.
<p>Age Ensure staff profile is representative of all ages.</p>	<ul style="list-style-type: none"> • Employment law adhered to.
<p>Training Provide training for all Staff and Governors on Equality & Diversity</p>	<ul style="list-style-type: none"> • Provide INSET time for equality & diversity • All Staff and Governors aware of legislation and responsibilities of all stakeholders. • Attend CDB training on diversity and share this with all stakeholders.