



Policy Title:	Single Equalities Policy
Policy Folder:	Pastoral
Reviewed:	June 2024
Next Review:	June 2027
Led By:	Assistant Headteacher

EQUALITY STATEMENT

Legal Duties

At Lantern Lane, we understand and welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics – between people who share a protected characteristic and those who do not share it.

We understand the principal of the act and are committed to ensuring that those with protected characteristics (see below) are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information for our school – to demonstrate compliance with the general duty across its functions. We will ensure that no one individual or group of individuals is specifically named within the information shared.
- Prepare and publish equality objectives, which we will review on an annual basis.
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively, we will collect data related to the protected characteristics above and analyse this data to determine the focus for our equality objectives. The data will focus on our school community but we will also access available data relating to the context of our local community (including hate crime data and demographic information).

In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents

How we work to ensure equality in relation to any of the above areas will be clarified through our action plan and objectives whilst we will keep under review other aspects of school life where questions of equality may arise.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

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.

In fulfilling our legal obligations, we will:

- Recognise and respect all diversity (see protected characteristics) amongst pupils, staff, parents, carers and visitors, e.g. through complying with all reasonable requests relating to religious observance.
- Foster positive attitudes and relationships, and a shared sense of belonging within our Lantern Lane community through the taught curriculum and in every other aspect of school life.
- Ensures that all students have equal access to the full range of educational opportunities provided by the School.
- Aim to reduce and remove existing inequalities and barriers, e.g. through making reasonable adjustment to improve access to the curriculum or to the school building.
- Ensure that all recruitment, employment, promotion and training systems are fair to all and provides opportunities for everyone to fulfil their potential.
- Consult widely with all school stakeholders.

Lantern Lane Intent Statement:

In fulfilling the duties described above, all the School's actions will embody its key principles and values, as follows.

At Lantern Lane, we C.A.R.E that everyone is a valued member of our community and through all aspects of our school life – including through the taught curriculum – we strive to ensure that our pupils learn to:

- make sense of the world in which they live and relate to others in it regardless of their gender, race, age, religion physical or mental capabilities (reference all protected characteristics).
- have the skills needed to enjoy life (including the ability to champion difference and act against discrimination & prejudice).
- embrace diversity.
- thrive in the future regardless of change and challenges because they have the right skills, attitudes and knowledge (they understand difference, what equality is and how to ensure that discrimination doesn't happen).
- have the confidence to make their own decisions (ensuring that they act without prejudice even if others aren't).
- keep themselves & everyone else safe (through promoting equality and challenging prejudice).
- develop and nurture healthy minds (recognising that positive mental health is dependent on being treated fairly & without prejudice).
- take responsibility within school and beyond.

To achieve this, we aim to provide an environment that nurtures confidence, achievement, respect and enthusiasm (C.A.R.E) in all aspects of life. In relation to ensuring equality for all at Lantern Lane, we support children to...

C - have the confidence to treat others in the right way and to challenge any prejudice/ discrimination.

A - to understand that everyone can achieve and has the right to any support needed to do so.

R - respect diversity through helping them to understand differences in the school community and beyond.

E - to show enthusiasm for learning about difference and the benefits it brings to us all.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system.

We teach our pupils about prejudice and the impact it has on people as well as developing their empathy with a view to preventing any incidents. In the same manner, staff awareness is developed.

In the unfortunate event that incidents still occur, these are addressed immediately at senior management level (in line with Local Authority guidance and our own policies, e.g behaviour/ anti-bullying).

Responsibility

At Lantern Lane, we believe that promoting equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Oversees the school's compliance with statutory requirements. Monitors progress towards achieving equality objectives. Acts as a link between the school and the local community in addressing any barriers to equality that have been identified.
Head Teacher	Sets equality objectives based on an understanding of the school & the local community. Publishes data in respect of equality objectives. Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties. Ensures that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensures that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
Senior Management Team	Supports the Head in respect of all their duties under the Equality Act. Ensures fair treatment and access to services and opportunities within their area of responsibility. Maintains a good level of awareness of equalities issues. Ensures that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents, providing support as required.
Teaching Staff	Promote an inclusive and collaborative ethos in the school: challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, ensuring appropriate support for children with additional needs, maintaining a good level of awareness of equalities issues. Design and deliver an inclusive curriculum that promotes good outcomes for every child in school. Record, report and respond appropriately to prejudice related incidents. Seek support in any circumstances where they have concerns that equality is not being achieved.
Non -Teaching Staff	Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community to avoid inequality & address prejudice Be aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Parents/Carers	Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
Pupils	Having the right to feel valued, treat each other with respect and speak out if they witness or are subject to any inappropriate language or behaviour.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our equality information/ equality objectives by publishing them on our website and by then signposting them via correspondence with parents, staff, governors and other stakeholders.

Breaches

Breaches to this statement 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.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **June 2024**

Date to be reviewed by the Governing Body **June 2027**