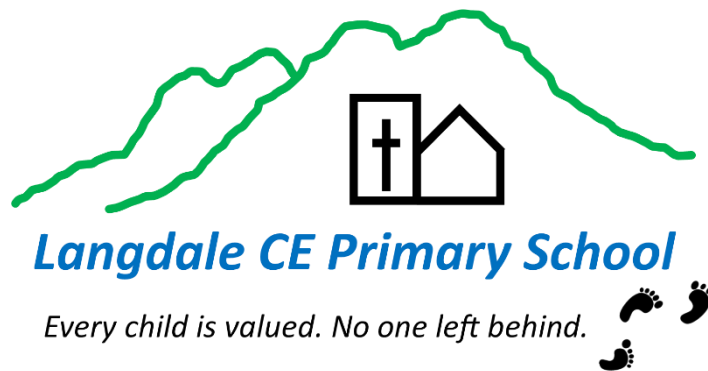




LANGDALE CE PRIMARY SCHOOL

EQUALITY POLICY, OBJECTIVES & ACTION PLAN

2024 – 2028

Approved by ¹ :		
Name:	Rachel Underwood	Reverend Marcus Bagg
Position:	Head Teacher	Chair of Governors
Signed:		<i>Rev. Marcus Bagg</i>
Date:	17.10.24	
Proposed review date²:	October 2028	

Single Equality information to demonstrate compliance with the Public Sector Equality Duty

Langdale CE Primary School

1. Our School Profile

Langdale CE Primary School is a Church of England Voluntary Aided School. The number on roll is currently 31 pupils (including those in our nursery group). The percentage of pupils taking free school meals (FSM) is 23% which is just below the national average of 24.6% (Jan 2024 DfE stats).

There is a ratio of 2 girls to 4 boys on our SEN register.

The majority of our pupils enter the school reception class from our nursery provision. The remainder enter school direct from home or from another setting at reception age or beyond. As a result, attainment and maturity is wide-ranging. To address this inequality, we work closely with parents with regular communication by members of our staff. In the term prior to starting school in September, all children who apply to the school for a place are offered transition visits to the school in consultation with parents/carers. This allows them to settle into the school environment and allows the EYFS staff to get to know the pupils and to make initial assessments of the pupils and form relationships prior to the start of the new school year.

Our catchment area takes in the villages of Chapel Stile, Elterwater and several other small hamlets and isolated farms. There are few amenities available locally. The immediate area is relatively prosperous and is a tourist "hotspot". Over half of our pupils come from outside our official catchment area. They are attracted to our school because of its ethos and unique Langdale Learners curriculum. We offer free transport from Staveley, Windermere and Ambleside. Although we offer a breakfast club - which operates from 8.00 a.m. each morning - and an after-school club - which operates to 5.30 - there is currently no demand for these services. We have a number of children from one-parent families.

We have children in attendance with special educational, social, emotional, learning and medical needs.

We are a Voluntary Aided School with a strong Christian ethos, which develops the whole child.

The LA deals with admissions to the school. When we are made aware of pupils who are joining the school with disabilities, we arrange to meet both the pupil and the parents and involve professionals from the Local Authority and the Health Authority to ensure that any adjustments required to the school building are made in readiness for the pupil starting school.

We have pupils in school who have English as an additional language.

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

Recruitment procedures are based on those provided by the LA with all advertising being processed through the County HR and Advertising Team.

2. Disability Equality Duties

Our commitment to disabled pupils, their families and staff's equality has a number of objectives:

We will promote equality for disabled people by:

- removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- encouraging good practice by our partners through our advisory capacity;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of disabled people;
- challenging patronising or discriminating attitudes;

- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled pupils, staff and families.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

3. Racial Equality Duty and Community Cohesion

We recognise that Black, Asian and Minority Ethnic (BAME) people experience discrimination based on colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

The school will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

To comply with this duty, we will:

- keep accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the appropriateness of our educational provision;
- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure the school staff and other adults working within the school, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations.

4. Gender Equality Duties

In accordance with our Single Equality Scheme, we welcome the requirements of the Gender Equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all our functions.

5. Religion and Belief Equality Duties

We recognise that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been on the increase in recent years, developing a character that is distinct from race hate crime.

The school also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The school is committed to eliminating illegal discrimination and exclusion based on religion or belief.

Our school recognises the need to consider the duties which require us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

At Langdale we come together as a whole school community each day for our collective worship. As a Church of England School this is broadly Christian in nature however we do look at many other cultures and beliefs within our RE curriculum.

As a school we address many topical issues in order to broaden knowledge and understanding of current affairs or to address any misconceptions arising from National/worldwide affairs.

Sexual Orientation Equality Duties

We are committed to combatting discrimination faced by lesbians, gay men, bisexual people and transgender (LGBT+). We aim to ensure equality of opportunity for LGBT+ people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBT+ communities, both internally and to the community as a whole.

Our school recognises the need to protect pupils from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a proactive approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

6. Pregnancy and Maternity Equality Duties

All staff are covered under existing employment legislation.

7. Publication of the Single Equality Scheme

Our School Single Equality Scheme is published as a separate document and is available on request with Parts 2 and 3 published on our website. This document is available in other formats / languages on request.

8. Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

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Part 3 - Single Equality Scheme – Objectives/actions/outcomes

Planning Principles

- Identification of objectives and subsequent action planning is undertaken in accordance with the School's values, priorities and aims as identified in Part 1 of our Single Equality Scheme.
- Accurate knowledge of the school enables us to plan in a way that is **relevant and proportionate**.
- Through the Equality Impact Assessment process, consideration is given to the **anticipation** of equality issues not presently evidenced but for which there is a potential.
- The objectives are the starting point for action but not followed slavishly where monitoring and further Impact Assessments reveal alternative opportunities or needs.
- Managing the process in a planned yet responsive way.
- Outcomes are checked against the objectives and the Impact Assessment that informed their selection.
- SMARTER target thinking means plans are **Specific, Measurable, Achievable, Relevant, Timed, Evaluated and Reviewed**.

The Process:

- Our objectives are set in response to identified priorities arising from the analysis of all the information, including the Overview of Outcomes and the Equality Impact Assessments we have undertaken.
- We plan our objectives over 4 years so that it is possible to implement change and development in a responsive yet systematic way.
- Objectives are reviewed regularly and in the third year we undertake a review of the impact of our action outcomes prior to setting new objectives at the end of year 3.
- Initially, many of our objectives have been in relation to ensuring that we establish our Single Equality Scheme effectively and embed the process of Equality Impact Assessments more widely throughout our thinking and initial planning.

Part 3 – Equality Objectives – 2024 - 2028

Equality Objectives Plan

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Objective	Target Group (s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who's responsible?	Dates from and to:	Indicator of Achievement
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	Disability, Gender, Race, Religion or belief, Sexual orientation, Gender reassignment	To promote cultural development and understanding through a range of experience, both in and beyond the school locality	Whole school	Programme of visits to include places of worship and larger towns and cities Programme of visitors organised for assemblies to share different faiths and cultures	Class teachers and subject leaders where appropriate	September 2024 onwards	Pupils will have a wider experience of a divergent society. Children understand that they are part of a diverse society
Advance equality of opportunity between people who share protected characteristics and those who do not	Disability, Gender, Race, Religion or belief,	To ensure that <u>all</u> pupils are given equal opportunities to engage with extra-curricular activities.	Whole school	Analysis of attendance. Parents and pupil questionnaire. Ensure lunchtime opportunities are available due to travel restrictions.	SENDCO and headteacher. Whole staff awareness.	September 2024 onwards	Increased attendance to extra-curricular activities. All disadvantaged children attend at least one club or activity during the year.
Advance equality of opportunity between people who share protected characteristics and those who do not	Disability, Gender,	To ensure the school environment is as accessible as possible to all pupils, staff and visitors.	Whole school	Keep accessibility plan up to date	Governors	Ongoing	All pupils able to access learning and environment. School accessible to all staff/visitors.

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act	Disability, Gender, Race, Religion or belief, Sexual orientation, Gender reassignment,	To ensure that all children feel safe and secure including within their peer group	Whole school	Staff record as per agreed protocol. Behaviour plans initiated if necessary	SENDCO with the support of all school staff	Ongoing	No recorded incidents on file
Advance equality of opportunity between people who share protected characteristics and those who do not	Disability, Gender, Race,	Actively close gaps in attainment and achievement; especially students eligible for free-school meals, students with special educational needs and disabilities	Disadvantaged/SEN	Tailor provision in order to meet all children's needs and interests. Introduce more specific interventions for English and Maths Improve parental engagement to include them in the learning experience	SENDCo, Class teachers, parents	Sendco to monitor & report to governors	Achievement gaps will be narrowed
	Date Agreed for Review:		September 2028				