



THE LIMES
PRIMARY ACADEMY



Equality Policy

Category:	Inclusion
Approved:	Governing Body
Related policies:	Disability Equality Scheme; Disability Equality Plan; Medical; SEN; SEND Information Report
Policy owner:	Nathan Mutimer
Policy model:	Compliance: The Limes Academy
Review:	Every 3 Years (November 2025)
Version number:	1.0 – November 2022

Introduction

This policy statement outlines the commitment of the staff and Governors of The Limes Primary Academy to ensure that equality of opportunity is available to all members of the school community. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

Equal opportunities should permeate all aspects of school life and is the responsibility of every member of the school community.

The implementation of the policy is the responsibility of all individuals within the school community.

In the context of the school we feel the most appropriate definition is that:

Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

Ethnicity
Gender (including Transgender)
Social background
Ability/Disability
HIV/AIDS
Belief
Age
Marital status
Nationality/Citizenship
Sexual orientation
Race

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Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Headteacher. They will be responsible for:

- Providing updates on equalities legislation in line with the Equalities Act 2010 and the school's responsibilities in this regard.
- Working closely with the governing body.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors

Ethos and Atmosphere

- We are aware that those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of the school community.
- The staff aim to create an atmosphere which welcomes everyone to the school.
- The children are encouraged to greet visitors to the school with friendliness and respect.
- The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
- The school is accessible to disabled staff, pupils and visitors.
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.
- Children's' views are actively encouraged and respected. Children are given an effective voice for example, the School Parliament, children voice opportunities and there are regular opportunities to engage with pupils about their learning and the life of the school.

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Learning Environment

- There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.
- The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school places a high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs.
- The school provides an environment in which all pupils have equal access to all facilities and resources.
- All pupils are actively involved in their own learning.
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- Curriculum planning takes account of the differing needs of pupils and their progression.
- The school identifies particular needs of individuals and groups within the school and uses targeted interventions to narrow gaps in achievement and personal development

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At The Limes Primary Academy our environment is not culturally diverse, and we are conscious of the need to provide pupils with information about other cultures. We do this through taught lessons about other cultures and in assemblies, where possible visitors from other cultures are invited in to school to provide first hand experiences. We have an appointed leader for Cultural Diversity in the school who organises this provision.

Extra-curricular provision

It is the policy of the school to provide equal access to all activities for all of the school's community.

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Provision for Pupils with English as an Additional Language (EAL)

We make appropriate provision for all pupils with EAL to ensure access to the whole curriculum. These groups may include:

- Traveller children
- Those from refugee families
- Children whose home language is not a standard form of English
- Children for whom English is an additional language.

While there is a need for pupils to learn to communicate in standard English we believe that their home language should be celebrated and respected.

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self - esteem
- Uses correct terminology in referring to particular groups or individuals

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school is an active Restorative Practice School
- The school has a member of staff who is employed as Anti-Bullying Advocate/Restorative Practice Manager
- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- The school reports to Governors and where directed/requested by parents and external agencies on the number of prejudice related incidents recorded in the school

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Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised in line with the school's Safer Recruitment Policy.
- All of those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policy and practice is covered in all staff inductions
- All supply staff and contractors are made aware of the equalities policy and practice
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

Responsibilities towards the Policy

- The Governing Body and Headteacher have a responsibility to ensure the school complies with all relevant equalities legislation.
- The Governing Body and the Headteacher have a responsibility to ensure that the policy and related procedures and strategies are implemented
- The Headteacher must ensure that all members of staff are aware of their responsibilities under the policy.
- The Headteacher must ensure that all visitors and contractors comply with the school policy
- The Headteacher, Deputy Headteacher and members of the Senior Leadership Team must act if people do not comply with the policy

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping.
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation

This Policy will be available on our school's website and in the School Office for anyone to read on request.

End of Policy

