



ABOYNE LODGE

NURSERY • PRIMARY

CREATIVE • CURIOUS • CARING

Equality Policy 2021 - 2023 & Objectives 2022 – 2023

Purpose

This policy is required to ensure that Aboyne Lodge complies with equality legislation. Our school recognises that we have to make special efforts to ensure that all groups prosper, including: those with special educational needs; who have difficulties in accessing the school's facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parental expectations; with emotional, mental and physical well-being needs; who exhibit challenging behaviour; who come from minority ethnic groups including travellers, refugees and asylum seekers.

Who was consulted?

The policy was developed through consultation with all sections of the school community, and with representatives of the wider community.

Relationship to other policies

This policy relates to the race equality, health and safety, SEN, G&T, curriculum, child protection, recruitment, selection and retention of staff, and pupil discipline policies.

Roles and responsibilities of head teacher, other staff, governors

The **head teacher** will ensure that a school culture and ethos is established, maintained and developed which:

- celebrates diversity/equality and achievement
- promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions
- provides extra support for children where necessary, depending on the particular needs of individuals
- listens to and involves pupils, parents, carers and staff

- communicates behaviour expectations
- ensures that it welcomes applications for school places and jobs from all sections
- ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on and that all termly returns to the LA on racial incidents and anti-bullying are accurate and submitted on time

The **staff** will actively implement this policy and support the monitoring of impact

Parents and carers will be consulted on the policy regularly and be kept informed through the school prospectus and home/school agreement.

Visitors and contractors will be made aware of the policy through relevant signs around the school and clauses in contracts.

The **governing body** will:

- incorporate equality targets into the school plan
- designate a lead governor for equality issues
- use its power to nominate governors to ensure its composition reflects the community it serves
- encourage parents and staff from all ethnic groups when recruiting to the governing body
- apply the principles of best value without discrimination when purchasing goods and services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- review the issues arising from termly data returns submitted to the LA and consider any actions or issues arising
- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

Arrangements for monitoring and evaluation

The governing body will monitor the pattern and frequency of equality related incidents. It will receive reports from the head teacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.

Reviewed 2021

Objectives 2021 - 24 – updated annually

Aim:	Objective:	Target group(s): e.g. wholeschool, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:
To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs Survey girls and understand barriers to participation	Head of PE	Jan 2022 – July 2022

<p>To increase social and emotional skills for pupils/students with social, emotional and mental health needs</p>	<p>Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption</p>	<p>Pupils/students with social, emotional and mental health needs.</p>	<p>Train staff to deliver smallgroup work sessions to support targeted pupils/students in developing social and emotional skills</p> <p>Develop relations with Parents.</p>	<p>SENCo</p>	<p>Sept 2021- July 2022</p>
<p>To develop the library stock so that children of all backgrounds can see positive, fully rounded and authentic representations of themselves and each other in print.</p>	<p>Increased positive attitudes towards each other.</p> <p>Provide children with a range of books where characters from marginalised backgrounds fully rounded and authentic and do not rely on stereotypes</p>	<p>All pupils</p>	<p>Promote inclusive books and those by diverse authors with the same status as any other book.</p> <p>Consider ways in which you display, position, promote and use inclusive and diverse titles to ensure they reach the greatest audience.</p> <p>Explore opportunities for diversity and inclusivity training to motivate, educate and inspire staff to ensure the library represents a truly inclusive and accessible environment and promotes itself and its services as such</p> <p>Consider book stock in relation to inclusivity/diversity and feedback to publishers and library suppliers about missing/underrepresented areas</p>	<p>Class teachers</p>	<p>Apr 2022 – July 2024</p>