



**PRIDE,  
PASSION,  
PARTNERSHIP,  
PERSEVERANCE,  
PARTICIPATION.**

## **Lostwithiel School**

# **Equality and Diversity Policy March 2021**

At Lostwithiel Primary School, we believe that everyone has the right to equal opportunities. We believe that all children, adults and families should feel welcome and have an equal chance to benefit from our school and everything it provides

Lostwithiel has a school community (children, parents, carers, staff, and governing body) which draws from a variety of different social, ethnic and religious backgrounds.

As a school we welcome our duties under the Equality Act 2010. The general duties are to: eliminate discrimination, advance equality of opportunity and foster good relations. We ensure that our curriculum reflects the diversity of our society, and not just our group. We encourage children to explore in a positive way the differences and diversities of people. We positively challenge in everyone, stereotypes and assumptions, and actively seek to combat all forms of discrimination. The school's staff and governing body recognise the importance of the school's role in creating opportunities for pupil's achievement and enabling every child to achieve their potential, thereby making a contribution to long term community cohesion. By community cohesion, we mean working towards a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

**At Lostwithiel we work hard to achieve equity and inclusion for all groups of pupils within our school.**

### **Definition of Inclusion**

Inclusion in education is all about equal opportunities for all children whatever their age, gender, ethnicity, attainment, and background. It ensures particular attention to the provision made for and the achievement of, different groups of pupils within the school. We are aware that specific groups of children are more likely to underachieve and/or suffer discriminatory practice than others within our society.

We understand the principles of the Equality Act 2010 and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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



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- 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)

Public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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 people who do not share it

Paragraph 5.11 says that schools are required to publish:

- Information to demonstrate how they are complying with the PSED
- Equality objectives

### **Aims**

Our aim at Lostwithiel School is for all pupils to have equal opportunities in their learning.

We will ensure this by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Equality Objectives**

Our school stands against all forms of discrimination on the grounds of ethnic origin, religion, sexual orientation, gender, disability or ability. This is achieved through the following objectives:

- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity
- To promote cultural development and understanding through the wider curriculum, providing a rich range of experiences both in and beyond school



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- To increase the level of pupil voice by extending our school council to include a fair representation of all pupils in school, and in this way foster good relationships in the school between those who have protected characteristics and those who do not
- To continually consider how well the school ensures equality of opportunities for all its pupils and staff

### **Our commitment**

At Lostwithiel Primary School we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that all pupils:

- Make good progress and achieve
- Are able to learn effectively without interference and disruption
- Are treated respectfully
- Receive additional help according to their needs
- Have access to a broad, balanced and relevant curriculum
- Feel safe, secure and happy within the schools setting
- Reach their potential both academically and personally.

### **Monitoring, Evaluation and review**

At Lostwithiel School, we monitor the impact of this commitment on the experience of our children in all areas of the school life. We collect information on the effectiveness of our inclusive practice through the following channels:

- Collection of data relating to progress and achievement in curriculum areas
- Incident records related to bullying, inappropriate behaviour (in class and at unstructured times), internal exclusions of pupils, short term and permanent exclusions and discriminatory incident reporting forms
- Evidence forms from our regular programme of lesson observations
- The views and experiences of our pupils collected through our school council and pupil conferencing and as part of the our on-going Personal Social and Health Education and Citizenship programmes such as Rights Respecting Schools
- The views and experiences of our parents/carers collected through informal one to one discussions, through questionnaires and formal parent consultations

Using this wide range of information we analyse comparative outcomes for individuals and different groups of children. Pupil tracking and analysis of information enables us to judge whether all children are achieving as much as they can and if not, which individuals or groups of children are underachieving. We then identify what action we should take to improve the outcomes for those groups of children.



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### **Employees and Users of the School Facilities**

The school is committed to eliminating discrimination and promoting equality for its employees and users of the school facilities regardless of gender, race, disability, religion or belief, sexual orientation and gender re-assignment and has implemented policies and schemes to achieve this objective.

Agreed: Spring 2021

Policy Review date: Spring 2022