



Equality Policy

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1 Introduction

Leverhulme Community Primary School is a diverse school, where people from many different backgrounds and cultures work together. This school and its partners have a longstanding commitment to celebrating this diversity, promoting good relations between our diverse communities, and ensuring that its services are appropriate and accessible for everyone.

We want the school to be a place where every child is able to achieve their potential, regardless of their background, their circumstances, or where they live.

The school welcomes the [Equality Act 2010](#), which restates the important role that we all play in tackling inequality and building strong and confident communities. This policy statement describes how the school responds to the requirements of the [Equality Act 2010](#).

2 The Legislative context: The Equality Act 2010

The [Equality Act 2010](#) ('the act') sets out the law around equality matters in Great Britain. The act provides protection against discrimination for the following range of diversity groups and protected characteristics;

- Age
- Disability
- Sex or gender
- Gender reassignment
- Sexual orientation
- Religion or belief
- Pregnancy and maternity
- Marriage and civil partnership
- Race (including ethnic or national origins; colour; nationality)

In addition to the protected characteristics set out by the act, the school believes it is also important to consider caring status and socio-economic conditions as part of its work around equality.

Under the terms of the act, the school has a general duty to show that it has due regard to;

- Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations between people who share a protected characteristic and people who do not share it

3 The school's response to the Equality Act 2010

We welcome our duties under the [Equality Act 2010](#) as both a provider of education and as an employer.

We believe that all pupils and members of staff have the opportunity to fulfil their potential, whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture that promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents and carers.

This document outlines the principles that will guide our approach to working with our school community and promoting an open culture.

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:-

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

Principles to fulfil our legal obligations

a. All pupils, families and staff are of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their caring responsibilities are
- Whatever their age

b. We recognise and respect difference

We understand that treating people equally does not necessarily involve treating everyone the same. We recognise that our policies and procedures must not discriminate but take account of diversity and the types of barriers and disadvantage staff, families or pupils may face in relation to their protected characteristics.

c. We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies and procedures should promote:-

- Positive attitudes and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics

Application of the principles outlined above will be applied and reflected in:-

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to behaviour and relationships
- Our partnership working with parents and carers
- Our contact with the wider community

d. As an employer, we strive to create a culture where diversity is respected and celebrated.

We aim to;

- Ensure that all of our policies and processes are fair and help to advance opportunity between staff from all groups.
- Reaffirm that effective leadership and operational delivery on equality matters is a core competency for the leadership team; and ensure that they are aware of and have the training and information they need to fulfil their obligations under equality legislation.
- Ensure that all staff have the appropriate training to support and respect the differing needs of our diverse communities. This is particularly important for those staff members who are working with vulnerable children, and those at risk of social exclusion.
- Have a workforce that is broadly representative of the local population in the long-term.
- Seek to ensure that our workforce is representative across all levels, including the highest tiers.
- Create an environment in which employees, from across the range of protected characteristics, feel satisfied with and supported in their work.

The school's equality duties include eliminating discrimination through the application of a robust policy framework that underpins our roles as employer and service provider.

Eliminating discrimination in the workplace

Our policies are clear about eliminating discrimination in the workplace by ensuring that fair and equal opportunity is afforded to staff from all groups and that individuals have recourse to an objective Panel hearing, if necessary, to test any issue of fairness in relation to conduct, treatment or behaviour at work.

Further, all matters relating to employment terms and conditions are determined in consultation with the recognised Trades' Unions through a system of collective bargaining, which ensures that matters of collective equity are addressed from inception.

Those policies which are most pertinent to equalities matters are listed below;

- [Code of Conduct](#)
- [Dismissal and Disciplinary Policy](#)
- [Domestic Violence Policy](#)
- [Flexible Working Policy](#)
- [Grievance Policy](#)
- [Leave of Absence Policy](#)
- [Managing Capability Policies](#)
- [Managing Sickness Absence Policy](#)
- [Maternity Policy](#)
- [Paternity Policy](#)
- [Shared Parental Leave Pay Policy](#)
- [Redundancy Policy](#)
- [Whistleblowing Policy](#)

Eliminating discrimination as a service provider

As a school, our services are based on a firm and objective understanding of children's needs and the recognition that, while we would expect all children to receive an equitable standard of service, different children will have differing needs and requirements.

Advancing equality of opportunity

As an employer, the school has an opportunity to advance equality of opportunity in employment, both as an individual employer; and as a member of the employer community in Bolton.

Within the workplace, we believe that having an organisational culture where diversity is respected and supported, is essential. We aim to provide a comprehensive package of training around equalities matters for all our leaders, built into our package of essential skills and knowledge for those in leadership roles.

Fostering good relations

The school has an important role in the community, and fostering good relations is a central part of our work to build community and social cohesion in the local area.

Engaging effectively with our communities is central to our success, since this helps us to understand the issues that are of importance to our communities.