



Ormskirk Church of England Primary School

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Single Equality Policy 2024-2025

OVERVIEW

The Single Equality Act which came into place on 1st October 2010 brought together the duties that are already set out in our Race, Disability and Gender policies, into one single Equality Duty. This policy is written to bring together those three policies.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender-identity, race, religion or belief and sexual orientation.

In this school we will ensure that, at every level, in all of our work and throughout aspects of the school community and its life, everyone will be treated equally.

OBJECTIVES

- To ensure that all learners have equal access to a rich, broad balanced and relevant curriculum and environment.
- To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity, emphasise British values and promote community cohesion by fostering good relations.
- To be non-discriminatory in all areas. To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, gender reassignment, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs (with an awareness of the prevent duty and British Values).
- To support, inform, protect and enable pupils questioning their gender identity to achieve their full potential whilst in education (see the schools transgender guidance document).
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that those with management responsibility and individual members of staff, accept responsibility for planning, teaching, learning and curriculum and apply this policy to all that we do.
- To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

- To ensure that all ‘transition’ children who come to our school are not at a disadvantage when they join us and that induction and assessment is quick.
- To raise the attainment of children with English as an Additional Language (EAL).
- To remain committed to ensuring that the school environment is accessible to all and that reasonable adjustments are made where necessary.

STRATEGIES

- Monitoring, evaluation and review carried out by the leadership team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and Governors will be involved and consulted about the provision being offered by the school and external agency advice will be sought where appropriate.
- Teachers will ensure that their planning, teaching and learning takes account of this policy and that they will see that the Equality Duty underpins all of their work.
- The diversity within our school and the wider community will be viewed positively by all and that this diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- INSET opportunities will be provided for staff to raise awareness of their Equality Duty and provide them with the knowledge; skills and understanding that they need to meet the requirements of this policy.
- Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

OUTCOMES

The policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all the reasonable adjustments necessary to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and we will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of the Single Equality Act 2010.

Revised by Mr Boyd (SENDCO)

Adopted by Rachel McBride (Governing Body)