



Equality and Diversity Policy

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Approval from Principal: Emma Sullivan

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1. Introduction and aims

Lighthouse School is a pioneering, dynamic, and progressive school. We strive for unequivocal excellence in everything we do, and as such, our aim is to be recognised as a sector leader at a national level for students who have a diagnosis of autism. Our vision is to deliver transformative experiences - that are destination led – for all of our students and their families.

Our core beliefs

We expect all staff, governors and volunteers to act with personal and professional integrity, respecting the safety and wellbeing of others, which reflect the school's core beliefs of:

Ambition

Taking risks, having adventures, and aspiring to achieve great things.

Versatility

Exemplifying individualised and adaptive teaching and learning.

Compassion

Showing empathy and understanding of others' needs.

Innovation

Striving for creative solutions, challenging perceptions, and inspiring positive change.

Happiness

Taking joy from developing and succeeding together.

Devotion

Being dedicated to our people, our jobs, and our school community.

Optimism

Realising our limitless destinations, now and in the future.

Respect

Embracing uniqueness, equality, and ensuring all contributions are valued.

2. Purpose of the policy

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement. The school recognise that these duties reflect international human rights standards such as:

[The UN Convention on the Rights of the Child](#)
[The UN Convention on the Rights of People with Disabilities](#)
[The Human Rights Act 1998](#)

It was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students, staff, parents and carers or treat them less favourably because of:

- Their sex (gender)
- Race
- Disability
- Religion or belief
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity

Age, marriage, and civil partnership are also “protected characteristics”, which are covered by this policy, but not as part of the school provisions related to students.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

The Public Sector Equality Duty or ‘general duty’. This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

3. Core principles

Our approach to equality is based on the following 7 key principles:

- All students are valued equally regardless of their disability, ethnicity, culture, national origin or national status, whatever their gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation

- We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and work to remove barriers and disadvantages, which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. The school believes that diversity is a strength, which should be respected and celebrated.
- We foster positive attitudes and relationships and promote positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all our school community to feel a sense of belonging and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential
- We work to raise standards for all students and especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable students raises standards across the whole school

4. Roles and responsibilities

Role	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives. The Student Staff and family Support Committee monitors the Equality Policy.
Principal	Promoting key messages to staff, parents/carers and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Principal as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for students. Uphold the commitment made to students and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure awareness of their responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Principal on how students and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents/carers	Take an active part in identifying barriers for the school community. Take an active role in supporting and challenging the school in tackling inequality and achieving equality of opportunity for all.
Students	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Principal on how students and parent/carers, staff and the wider school community can be expected to be treated.

5. Eliminating discrimination, harassment and victimisation

The school is aware of its obligations under the Equality Act 2010.

We consider equality issues in relation to admissions and exclusions, the way we provide education for our students and the way we provide access for students to facilities and services.

- The Principal and Chair of Governors ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We aim to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against prospective students by treating them less favourably on the grounds of their sex, race, disability, religion or belief. In principal, this also includes sexual orientation, gender reassignment, pregnancy or maternity, however in regards to pupils of primary school age, these will rarely apply. Wherever these protected characteristics do apply either in regards to new students or their parents/carers, the school will not treat their applications for a place in the school less favourably.

6. Advancing equality of opportunity

As set out in the Department of Education guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

7. Fostering good relations

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students.
- We teach about difference, diversity, and the impact of stereotyping, prejudice and discrimination across the curriculum.
- We use materials and resources that reflect diversity in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, whole school events and cultural days

8. Equality objectives

The school equality objectives, which we identify, represent our school's priorities.

We evaluate our success in meeting the Public Service Equality Duties by setting the following Objectives for 2017 – 2019:

Objective 1:

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 2:

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 3:

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

9. Monitoring arrangements

We review and update our equality objectives every two years and report annually to the Governing Body on progress towards achieving them.

This document will be reviewed by the Governing Body and Principal at least every 3 years.

10. Links with other policies

Our responsibilities under the Equality Act also inform policy and practice in relation to the following school policies:

- Behaviour
- Admissions
- SEND
- Anti-bullying
- Recruitment

The Equality Act also applies to schools in their role as employers, and how we comply with this can be found in our recruitment policy.