Statement of Principles

At The Loyne Specialist School and Grizedale Centre we encourage a calm, orderly and friendly environment. We show respect for all members of our community and aim to be consistent in our approach to learners. We promote positive self-esteem in an inclusive environment that values all. The Single Equality Policy brings together the Loyne Specialist School's / Grizedale Centre's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practice and interactions with the whole school and Grizedale Centre community. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing quality learning experiences for our children and young people.

Our Single Equality policy outlines the commitment of the staff, learners and Governors of the Loyne Specialist School and Grizedale Centre, to ensure that equality of opportunity is available to all members of our community. For our provision this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of learners, whilst celebrating and valuing the achievements and strengths of all members of our community.

These include:

• Learners
• Staff
• Parents/carers
• The Governing Body
• Multi-agency staff linked to the school
• Visitors to school and Grizedale Centre
• Students on placement and volunteers

We believe that equality at our school and Grizedale Centre should permeate all aspects of school and life at the Grizedale Centre, and is the responsibility of every member of our establishment and wider community. Every member of our community should feel safe, secure, valued and of equal worth.

At the Loyne Specialist School and Grizedale Centre, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any of the protected characteristics outline in the equality legislation.

School and Grizedale Centre in Context

We aim to:

- Develop the full potential of each learner and celebrate their achievements academically, physically, socially, culturally, spiritually and emotionally.

- Deliver a stimulating and specialised curriculum that allows each learner to develop confidence, independence and self-esteem.
- Create a safe, happy and positive environment fostering mutual respect and consideration for others.
- Work in partnership with learners, parents / carers, teachers, and other professionals, valuing the contribution that each makes to learning.
- Promote and extend inclusive learning opportunities within the local and wider community
- Encourage the professional development of all staff to meet the varied and changing needs of all our learners.

The Loyne Specialist School has been rated outstanding for the last five Ofsted inspections (2014, 2010 and 2007, 2018, 2024). We have a proven track record in SEN support, Continuous Professional Development and Initial Teacher Training.

What kind of school are we?

At The Loyne Specialist School we offer a specialist education for children and young people with learning difficulties. All our learners have moderate to severe learning difficulties, many also have sensory, physical, and/or medical conditions.

The school operates within the scope of The Equality Act 2010 and Employments Rights Act 2025 and the ethos of 'Working together, valuing achievement', to strive to achieve the aims outlined in the schools aims as detailed above.

The Grizedale Centre

The Grizedale Centre aims to promote adult outcomes through social care / health care funded places up to a maximum age of 25. The Centre provides learners with the opportunity to manage their own wellbeing, focussing specifically upon physical and emotional health, whilst maximising their exposure to employability and recreational experiences and building positive relationships within the local community.

The purpose of Grizedale is to ensure that young adults and their families are well supported to make the transition into an ever-changing adult world through an outcome-driven model.

The Centre is resourced with highly experienced staff who understand the needs of the young people it serves and are trained to a high level to meet specific communication, sensory and behaviour needs.

Ethos and Atmosphere

- The leadership of the school community and Grizedale Centre demonstrates mutual respect between all its members.
- There is an inviting and friendly atmosphere to welcome everyone.

- All staff within our community will challenge any type of discriminatory and/or bullying behaviour, or harassment e.g. inappropriate behaviour and/or communication (verbal or physical), unwelcome or offensive remarks.
- All learners, where they have mental capacity, and staff are encouraged and expected to greet visitors and one another with friendliness and respect.
- The displays around our settings are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.

Policy Development – Meeting Our Duties

It is our statutory duty to promote equality in all aspects of school life, and in relation to protected characteristics at all times. This policy applies to the whole school community and Grizedale Centre, including our Governors. This policy has been developed by the School Business Manager, Headteacher and Governors in conjunction with the local authority's previous equality policies as listed in Appendix A which have been superseded by the Single Equality Policy.

Race Equality

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do.

The Governing Body is committed to promoting equality of opportunity, good race relations and eliminating unlawful racial discrimination.

The Senior Leadership Team take responsibility for Race Equality. Responsibilities will include the continued monitoring and reporting of racist incidents to the governing body and the LA.

The school and Grizedale Centre will fulfil its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships.
- Promoting an atmosphere of mutual respect and trust among all members of the school and Grizedale Centre community.
- Ensuring that all staff, learners and parents / carers are treated with respect and dignity.

Racism/Racial Harassment

The school and Grizedale Centre will fulfil its commitment to race equality by dealing firmly, consistently and effectively with racist incidents, harassment and bullying as per Local Authority's (LA) Bullying and Harassment Policy. See Appendix B for further details regarding reporting of racial incidents.

Disability Equality

What do we understand by "disability"?

A disabled person (child or adult) is someone who has a **physical or mental impairment,** which has a **substantial** and **long-term** adverse effect on his or her ability to carry out **normal day-to-day activities**. There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

- A **physical or mental impairment** includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- **Substantial** means more than minor or trivial.
- **Long-term** means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- **Normal day-to-day activities** cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.
- Some people are automatically deemed to have a disability covered by the Act, those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.
- The Disability Equality in Education (DEE) recommends that all learners with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all learners with long term impairments, which have a significant impact on their day-to-day activities.

Accessibility

We ensure that all staff and learners have access to:

- The curriculum

And all leaners, staff, parents/carers and visitors have:

- Full access to the environment
- Written information in accessible formats (as and when requested). Individual communication plans are in place for many of our learners.

We also ensure that members of our community do not receive less favourable treatment and to do this the leadership team and Governors have a duty to make reasonable adjustments.

The general duty to promote disability equality means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminating unlawful discrimination
- Eliminating disability-related harassment
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life

- Taking steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

Gender Equality

The term gender includes boys, girls, men and women, and transgender/transsexual/non-binary people. Sexual orientation is a protected characteristic.

What is the difference between sex and gender?

Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, sex hormones, internal reproductive structures, and external genitalia.

Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Under Keeping Children Safe in Education 2026, boys and girls over the age of 8 will be provided with separate toilet cubicles (rather than single sex toilets) and separate changing facilities.

Sexual Orientation

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as him or her (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.

The Governing Body is committed to eliminating unlawful sex discrimination and harassment and to promoting equality of opportunity between men and women. The Governors and staff will develop their knowledge and understanding of gender equality.

The general duty to promote gender equality means that we must have due regard to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap**.** Lancashire County Council (the employing body) considers that this has been addressed through the implementation of the Equal Pay Review and unified conditions and pay for school teachers.

Religion or belief Equality

Covers any religious, philosophical, or lack of belief system that affects life choices.

The school and Governing Body promote religious equality by fostering an inclusive culture, diversifying the curriculum, and accommodating religious practices to ensure all students and staff feel respected.

Age Equality

At the Loyne Specialist School we are proud to employee staff across a broad age range, recognising the breadth of experience and skills across our diverse workforce.

We take steps to ensure age equality in our recruitment processes by ensuring advert wording does not allude to age, or use potentially age-related vocabulary, e.g. having a specific number of years of experience.

Pregnancy and maternity

Equality protection applies during pregnancy, maternity leave, the period after birth and breast feeding in the workplace. We ensure staff who inform us they are pregnant, are on maternity leave, require time off for pregnancy related appointments, are treated fairly and in the same way as their colleagues, i.e. no less favourably. Time off for appointments will be permitted as necessary and pregnancy related absences will be exempted from absence trigger points.

A pregnancy risk assessment will be carried out when a staff member shares they are expecting, and reasonable adjustments will be made as required to support pregnant women. Private breastfeeding spaces will also be provided.

Monitoring and Review

The Loyne Specialist School and Grizedale Centre are inclusive settings, working towards greater equality in our whole community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We collect and analyse a range of equality information for our learners/students that is discussed by Senior Leadership Team and Governing Body including:

- Relative Groups (Boys, Girls, FSM, ME, Disadvantaged, ASD, PMLD, SEMH)
- Progress for all groups has been analysed for the above groups and shows no significant differences.

Progress for classes and key stages is analysed and overtime shows no consistency in terms of differences of ability cohorts and age phases.

We make regular assessments of learners' learning and use this information to track learners' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of learners are making progress. We use this information to adjust future teaching and learning plans, as necessary. Post 19 adults progress is also tracked through collation of evidence and meetings with parents/carer and professionals.

Resources are available to support groups of learners where the information suggests that progress is not as good as it should be. The Curriculum Committee of the Governing Body receives regular updates on pupil performance information as well as participation of parents in annual reviews, home school visits and parents/carers meetings.

School performance information is compared to national data and local authority data, to ensure that learners are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Collecting and Analysing Equality Information for Learners at the Loyne Specialist School

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attainment
- Achievement awards
- Attendance
- Exclusions and truancy
- All forms of bullying
- Parental involvement
- Participation in student council
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Some or all of the information may be contained within documentation arising out of self-evaluation (SEF). For example, attainment data, attendance data, exclusions, involvement with extended learning opportunities, complaints of bullying or harassment, choice of options

selected. See the School Self Evaluation Summary, the Headteacher's Report to Governors and the Curriculum Committee minutes.

Collecting and Analysing Equality Information for Staff and Governors

The Loyne Specialist School and Grizedale Centre is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a Governing Body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Equal opportunity monitoring forms are sent out with every job application form which are returned to the School Business Manager who detaches them from the application, collates, and retains them for 12 months.

Due regard is given to the promotion of equality in the Loyne Estate Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher supported by the Governors, Deputy Headteacher, Assistant Headteacher and School Business Manager. Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the Governing Body on matters relating to equality.
- Support evaluation activities that moderate the impact and success of this policy

Staffing and Staff Development

The names of all our staff and their position within the establishment are displayed on their ID badges and are also available on the Loyne website. Records of staffing levels, progress and salary details are held confidentially and are accessible only to the School Business Manager and the Headteacher.

We recognise the need for positive role models for our learners and distribution of responsibility among staff. This includes learners' access to a balance of male and female staff, who also vary in age. The Loyne Specialist School and Grizedale Centre is a predominantly female workforce. This has historically always been the case and is a pattern seen in many other school and care

settings, including SEN settings. The balance of male/female staff is regularly discussed with Governors. Consideration is given to how we can attract male applicants and whether our adverts carry any unconscious gender bias. It is believed that the key factors that attract more females than males to roles within our setting are; work is term-time only, part-time work is an option for a growing number of our staff, salaries are not competitive with the private sector, the work involves a degree of care.

We actively encourage and support the career development and aspirations of all staff. All new staff are sent our suite of policies prior to their start date and all new staff undergo a formal induction process. The folder contains policies that they must be aware of with immediate effect

of their employment. Staff undertake a comprehensive induction process and are each assigned a mentor.

All staff have an annual performance review (appraisal) held with their line managers. This allows the leadership team to monitor and track progress, provide and support relevant training and development, celebrate successes and set targets, which dovetail into the School / Loyne Estate Improvement Plan, for the forthcoming year.

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and promote equality. At least one member of each recruitment panel is trained in safer recruitment to ensure good and safe practice through the recruitment and selection process. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Developing Good Practice

We aim to provide all our learners with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all learners and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Ensure that the whole curriculum covers issues of equality and diversity.
- Seek to involve all parents/carers in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all learners when planning for future learning and setting challenging targets
- Make good use of all available resources to support the learning of all groups of learners
- Identify resources and training that support staff development.

Within our setting we have policies that set the expectations and deliver for each area of the curriculum. These are accessible to all staff within and are available to all parents/carers on request. There is also a wealth of information on our informative and vibrant website. All our curriculum policies are reviewed by the Headteacher or Deputy Headteacher, Subject Leaders, and Governors on the Curriculum Committee on a regular basis between 12 months – 3 years depending on the nature of the policy. To raise Governor awareness and ensure equality issues are fully embed within future revision of curriculum policies, the Curriculum Committee will invite subject leaders to share examples of how equality issues are addressed in specific policies.

Learning Environment

There is a consistently high expectation of all learners regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All learners are encouraged to improve on their own achievements, wherever possible, and not to measure themselves against others. Parents/carers are also encouraged to view their own children's achievements in this light.

- Staff and other professionals in our setting provide good, positive role models in their approach to all issues relating to equality of opportunity.
- We meet all learners' learning needs, including the more able by differentiating planning and setting.
- The setting provides an environment which enables all learners to have equal access to all facilities and resources; Consideration will be given to the physical learning environment – both internal and external, including displays and signage.

Curriculum

At the Loyne Specialist School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Learners will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all learners have access to the curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All students (KS4+) have access to qualifications or accreditation which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials is a high priority. These resources:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of males and females, people from different ethnic backgrounds and people with a disability.
- Include non-stereotypical images of all groups in a global context.
- Are accessible to all staff.

Language

We recognise that it is important that all members of our community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not offend.

- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Extended Learning Opportunities

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's / Grizedale Centre's commitment to equality of opportunity. We have a number of after school clubs, offsite educational and social independent learning visits and have introduced a Green Curriculum with learning centred in nature which is currently accessed but a small group of primary and secondary learners on a daily basis.

Personal Development and Pastoral Guidance

Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker learners.

Learners are encouraged, wherever possible, to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).

In addition:

- All learners/staff/parents/carers are given support, as appropriate, should they experience discrimination.
- We have a School Council for our learners and a 'Worry' letterbox for any concerns they may wish to raise privately.
- Staff have access to a trained Mental Health and Wellbeing representatives within the setting and we hold annual wellbeing insets and have received very positive feedback from staff in response. We also hold weekly 'Give Yourself Ten' mindfulness sessions

  which all staff have access to. Information regarding wellbeing is displayed on the wellbeing notice board in the staffroom.
- Staff have confidential access to an external Mental Health Supporter Worker. The council are also offering an Employee Assistance Programme
- We recognise that perpetrators may also be victims and require support.
- We have positive role models throughout our setting to ensure that different groups of learners can see themselves reflected in our community.
- Emphasis is placed on the value that diversity brings to our community rather than the challenges.

Partnerships with Parents/Carers/Families and the Wider Community

At the Loyne Specialist School and Grizedale Centre we work closely with parents/carers and the local community to help all learners to achieve their potential. We actively encourage comments, suggestions and feedback from our parents/carers, staff, governors, outside agencies and the wider community that assist us in the positive development of the school and Grizedale Centre, our policies including Single Equality Policy and School Improvement Plan (SIP).

We involve these groups by the following means and welcome their input:

- Contact with parents/carers through meetings, email (Post 19) home visits, Class Dojo.
- Dedicated HLTA's focussing upon proactive and reactive strategies to engage parents/carers
- Questionnaires/ Annual Review input
- Staff meetings and morning briefings held 3 times per week
- Discussions with cluster groups
- Termly governors' committee meetings
- Local Authority advisors and external consultants
- 'Chill and Chat' coffee mornings each Thursday for parents/carers and local community
- Community users of Loyne Hydro Pool and family swim sessions during school closure
- Weekly parental engagement sessions such as 'Stay and Play'

Roles and Responsibilities

Our Equality Scheme will be aligned with the School Improvement Plan (SIP).

Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

- The Governors will ensure that the school and Grizedale Centre complies with statutory requirements in respect of this Scheme and Action Plan.

- The Headteacher is responsible for the implementation of the Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the Governors.
- Staff are expected to promote an inclusive and collaborative ethos in the school and Grizedale Centre, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- Our learners have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out, wherever possible, if they witness or are subject to any inappropriate language or behaviour.

- We will take steps to ensure all visitors, including parents/carers adhere to our commitment to equality.

Please refer to Appendix C of this document for further information regarding roles and responsibilities.

Commissioning and Procurement

We will ensure, as far as possible, that we buy services from organisations that comply with equality legislation.

The measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on learners, staff, parents and carers from the different groups that make up our community.

Publicising the Policy

The Single Equality Policy will be published on the Loyne website for parents/carers, staff and Governors to access. Staff will be made aware of pertinent changes to the policy staff briefing and the Loyne Life App. The policy will also be available for staff to access via the policy drive (Y drive). The policy will be reviewed every **3 years** by the Resources Committee. An action plan in relation to equality will be reviewed **annually** with any actions/development clearly detailed under a Single Equality Heading within the SIP.

Annual Review of Progress

We will continue to involve people from all aspects of our community in the ongoing evolvement of our Single Equality Scheme and Action Plan and continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of information gathering activities for race, disability and gender and what has been done with this information.
- A summary from equality impact assessments undertaken.
- An update of the progress made against priorities.
- Celebrating what has been achieved in relation to promoting community cohesion.
- Produce an Annual Report with regard to all aspects of race, disability and gender within the Single Equality Scheme and Action Plan

Action Plan 2026 – 2027

Planned Outcomes	Planned Actions	RAG	Timescale	Actioned by	Monitored by
Develop a school-wide approach to raising the awareness of Menopause in the workplace	Carry as standard-item agenda at Wellbeing team meetings.		October 2026	CS, EF	KA
	Access appropriate training to ensure that leaders have the confidence and skills to offer proper support and guidance.		January 2027	AB, CS	KA
	Ensure that there are a range of practical adjustment such as well-ventilated workspaces, easy access to cold water, comfortable dress code etc.		July 2027	AB	KA
	Implement a menopause policy and raise awareness regularly.		July 2027	CS, AB	KA
Provide English tuition to support those staff members with English as a Second Language.	Source a suitable provider of EAL tuition and build costs into budget 2027-28		January 2027	CB, AB	KA
	Enable release time for identified staff to access tuition during the school day.		April 2027	EF, SW	KA

Develop a robust approach to Benedict's Law to ensure that those pupils with anaphylaxis or allergies maintain equal access to opportunities and provision.	Write a policy that is compliant with Benedict's Law and demonstrates an inclusive approach		September 2026	NC, AB	KA
	Source appropriate training for all staff and provide an opportunity to access this.		September 2026	KA	KA
	Ensure that risk assessments reflect the requirements of BL		December 2026	HG, EF, SW, NC	KA
	Purchase AAIs to meet regulations and appoint appropriate Designated Allergy Lead.		September 2026	NC, AB	KA

Appendix A

Contributing Policies

The Equality Act 2010, Employment Rights Act 2025.

Appendix B

Procedure for Dealing with Equality Related Incidents

Learners are encouraged to understand that we live in a society, in which appropriate, positive attitudes and behaviour are expected towards all. The school and Grizedale Centre aims to create an environment where no one should experience racial harassment, or discrimination on grounds of disability, gender, sexual orientation, religion, or any other discriminatory grounds as identified under the Equality Act, whether directed at them or at a fellow student.

Strategies to Encourage Positive Pupil Behaviour

All staff promoting positive attitudes, language and behaviour amongst learners at all times in and outside the classroom. Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of our community are sensitive to, and take responsibility for, reporting and dealing with such incidents.

Positive behaviour and attitudes towards others will be encouraged through;

- The example set by staff and through opportunities in the curriculum which will include multicultural issues and racism.
- Development of multicultural issues and equal opportunities as cross-curricular themes in teaching.
- In-service training for all staff to highlight multicultural issues and the need to consider such issues when choosing teaching materials.
- Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A discriminatory incident can take the following forms:

1. Physical harassment – including violent attacks of physical intimidation, as well as ‘minor’ intimidation which are cumulative in effect.
2. Verbal harassment – name calling, ridiculing a person’s background or culture, off the cuff remarks which cause offence.
3. Non-cooperation and disrespect – ostracism, refusing to work with or show respect maybe an incident if there is evidence of a motivation or the ‘victim’ perceives such a motive. Inadvertent

disrespect e.g. ignorance by any member of our community of a pupil's cultural practices which cause the pupil to feel harassed or uncomfortable.
4. Stereotyping – this can sometimes be the most subtle form of discrimination.
5. Other incidents such as jokes and vocabulary, graffiti, badges and literature.

Referral

Learners will be encouraged to inform staff of any incidents and staff will be particularly vigilant on behalf of learners who are unable to do this for themselves. **Please refer to our Safeguarding Policy**. Staff will ensure that all reports are taken seriously and any incidents they observe. Incidents of discrimination must be immediately reported to a DSL, or if staff reports can also be made to the School Business Manager. All incident must be recorded on CPOMS / Staff Safe (for staff). Information regarding an incident may be presented by individuals, groups of friends or via parents / carers and will be treated by staff in a sensitive manner.

Action

Immediate action by a teacher / DSL / member of the senior leadership team will be concerned with defusing a situation where abuse or attack appears to have taken place, reassuring the victim and encouraging the alleged perpetrator to understand the consequences and impact of her or his behaviour.

All incidents must be reported and recorded as above. All reported incidents will be fully investigated

In cases where physical injuries have been sustained and the First Aider is required to attend, then the School Business Manager will inform the Local Authority if necessary and if relevant RIDDOR. Staff will be informed at morning briefing of learners / staff involved in any serious incident or of any potential incidents and inform them action (if any) to take.

Appendix C

Roles and Responsibilities

The Governors will:

- Provide leadership and drive for the development and regular review of the Scheme
- And of other policies.
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of all policies.
- Highlight good practice and promote it throughout the school, Grizedale Centre and wider community
- Provide appropriate role models for all managers, staff and learners.
- Celebrate examples of good practice from the school and Grizedale Centre and among individual managers,

- staff and learners.
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school and Grizedale Centre carries out the letter and the spirit of the statutory duties (and the provision of 'returns' to the local authority).

The Headteacher will:

- Initiate and oversee the development and regular review of equality policies and procedures.
- Consult learners, staff and stakeholders in the development and review of the policies.
- Ensure the effective communication of the policies to all learners, staff and stakeholders.
- Ensure that managers and staff are trained as necessary to carry out the policies.
- Oversee the effective implementation of the policies.
- Hold staff accountable for effective policy implementation.
- Provide appropriate role models for all staff and learners.
- Highlight good practice from individual staff and learners.
- Provide mechanisms for the sharing of good practice.
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
- Ensure that the School and Grizedale Centre carries out its statutory duties effectively.

All staff will:

- Be invited to contribute to consultations and reviews.
- Raise issues which could contribute to policy review and development.

Policy Implementation

- Maintain awareness of the school's / Grizedale Centre current equality policy and procedures.
- Implement the policy as it applies to staff and learners.

Behaviour

- Behave with respect and fairness to all colleagues and learners, carrying out the letter and spirit of the school's equality scheme.
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents.

Public Sector Duties
Contribute to the implementation of the school's equality scheme.

Author	Lancashire County Council, Susan Campbell, Anna Bradley
Policy Date	September 2023
Reviewed	September 2026 by Kathryn Arts, Anna Bradley
Date of Next Review	September 2029

	Action Plan to be reviewed annually. Date of Next Review September 2027