



Long Lawford Primary School

Love, Learn, Persevere and Succeed

Equality Information and Objectives Policy

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having 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.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination,
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Srividya Venkatas (as part of their SEND and Inclusion link role). They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality (Luke Pegley) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.

- Meet with the equality link governor every term to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g., pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all pupils to be involved in the full range of school societies).

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 data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective	Why we have chosen this objective	To achieve this objective, we plan to:	Progress we are making towards this objective:	Impact
Undertake an analysis of recruitment data and trends in regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board.	To understand the profile of the school and volunteer workforce and to identify any actions needed to be undertaken to support the employment of a variety of staff with a variety of protected characteristics.	Analyse existing staff and volunteer workforce and complete a comparative exercise with other local schools. Track applications vs appointments to ensure the school and volunteer workforce is reflective of the community served by the school.	Analysis of current school workforce undertaken Aut 2023	
Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.	So that all staff involved with recruitment understand their duties under the Equalities Act 2010.	Provide training for all staff and Governors involved in the recruitment process.	Reviewing existing training resources.	

<p>Ensure the curriculum in school embeds the promotion of equality and equity within the school and local community.</p>	<p>To teach children about their rights and the rights of others under the Equality Act 2010, to foster good relations between those with protected characteristics.</p>	<p>Deliver, particularly through PSHE and whole-school topics, a broad and balanced curriculum for all that engenders tolerance and understanding.</p>	<p>Jigsaw PSHE in place, learning powers promoting tolerance, broad and balanced curriculum for all (which is regularly reviewed), whole school diversity project in Aut 1 and Where I live in Summer Term, celebrating Black History Month, reading culture in school promotes a variety of authors from different backgrounds and experiences.</p>	
<p>To ensure the school gives opportunities to participate in pupil voice and pupil leadership activities that are assessable to all category of pupil.</p>	<p>To ensure that all pupils have the opportunity to share their pupil voice and develop their pupil leadership skills.</p>	<p>Application process in place, same questions to the applicants, interviews/peer selection methods in place.</p>	<p>Develop the confidence for children to apply through assemblies for the roles, support from staff to encourage children to apply, support from staff to physically support the application process.</p>	

9. Monitoring arrangements

The **headteacher** will update the equality information we publish, **as described in sections 4 to 7 above**, at least every year.

This document will be reviewed by **the full governing board** at least every 4 years.

This document will be approved by **full governing board**.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy and Report
- Attendance Policy and Procedure
- Behaviour and Relationships Policy