

Equality information and objectives

Ladygrove Park Primary School

Approved by: James Walthall **Date:** 13th March 2019

Last reviewed on:

Next review due by: (Whole Document) March 2023 (Objectives) March 2020

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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](#).

This document also complies with our funding agreement and articles of association.

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

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

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 September.

All staff are encouraged to liaise with senior leaders regarding any issues and pass on to governors 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 which 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 clubs)

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 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 is a Pupil Forum which changes each term and 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

Priority	Responsible Person (s)	Action Required	Resources	Date	Success Criteria
Ensure full access to the school and facilities for children with physical and sensory impairment	SENCo / HT	Any changes to the building / facilities are evaluated for access. The needs of individual pupils are assessed and appropriate action taken.	time; adaptation to the premises as required	On going	Access is as full as practically possible for all disabled pupils.
Ensure appropriate support for disabled pupils to access an appropriately differentiated curriculum in line with the Code of Practice 2014.	SENCo / HT	To make all staff aware of the implications of inclusion. To maintain and improve staff knowledge and skills. To make all staff aware of available specialist support.	time; support from SENCo and assistant SENCos; support from external agencies	On going	Children feel safe, are happy, hard-working and well-behaved.
Ensure that the progress of children with disabilities is as rapid as possible.	SENCo / HT	Ensure appropriately differentiated provision led by class teacher. Monitor provision and support for disabled pupils. Pupil progress data analysed on an individual / group basis.	Time; Support from SENCo and HT.	On going	Children with disabilities meet their targets.

Ensure that there is no unlawful discrimination of children, parents, staff, governors or visitors in admissions or access to the school.	SENCo / HT	Monitoring of relevant school policies against DDA eg admissions, recruitment. Create alternative means of communication with pupils, parents, governors and visitors as needs are identified.	Time; Appropriate adaptations	On going	Ladygrove Park is a fully inclusive school. Pupils, parents, governors and visitors are fully included within the life of the school.
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9. Monitoring arrangements

The governing board will update the equality information we publish, at least every year.

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

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments