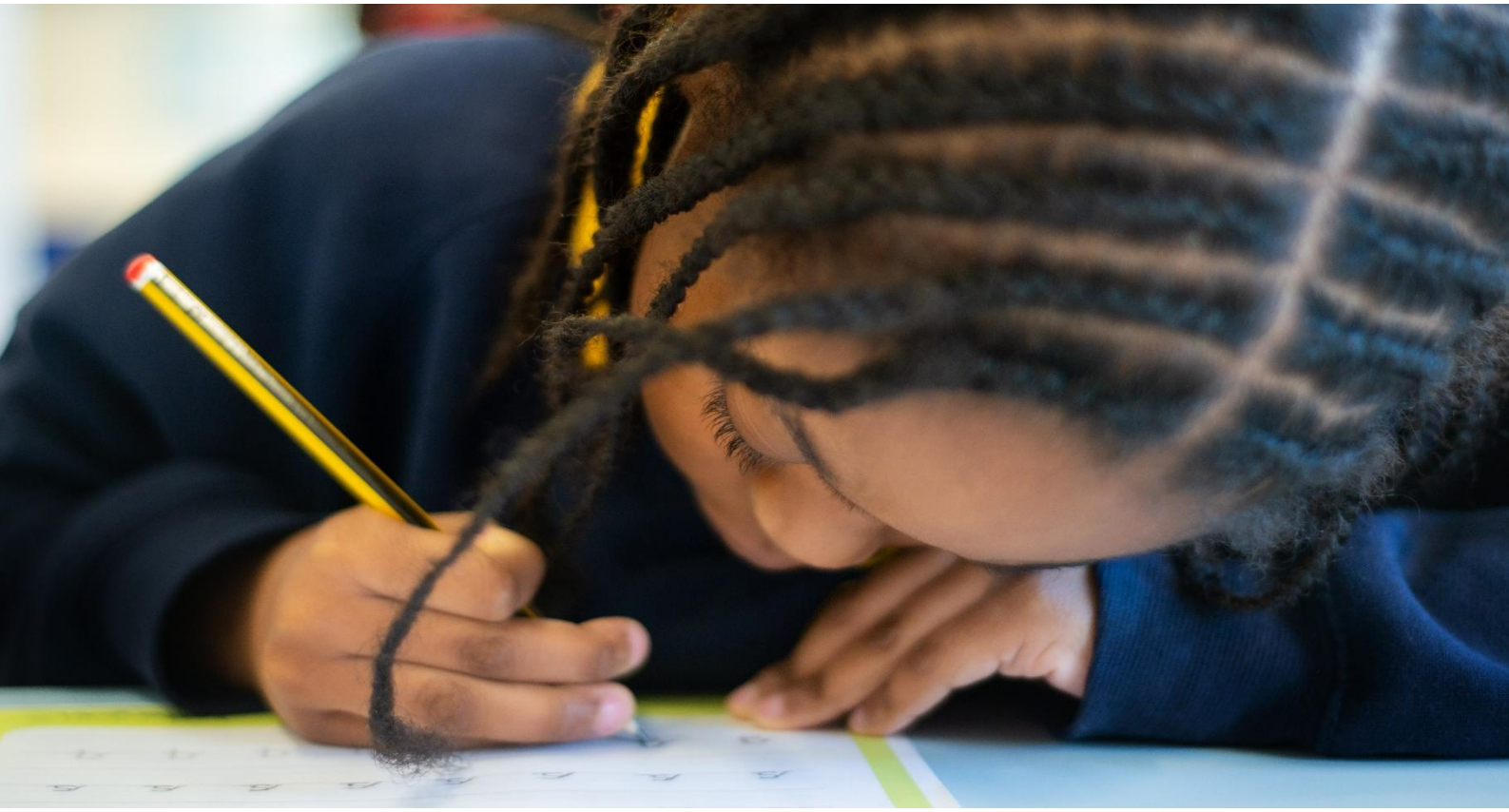
Laycock Primary School



# Equality Information and Objectives

| | |
|---|---|
| Approved by IEB: | Prudence Barnes-Kemp |
| Ratified and reviewed on: | November 2023 |
| Next review due by: | November 2026 |

# Contents

1. Aims ..... 3
2. Legislation and guidance ..... 3
3. Roles and responsibilities ..... 3
4. Eliminating discrimination ..... 4
5. Advancing equality of opportunity ..... 4
6. Advancing equality of opportunity ..... 5
7. Advancing equality of opportunity ..... 5
8. Equality objectives ..... 5
9. Monitoring arrangements ..... 8
10. Links to other policies ..... 9

# 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 Martin Thacker. 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 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 following are suggestions only and will need to be adapted depending on your school's circumstances. 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.

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)

## 6. Advancing equality of opportunity

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

## 7. Advancing equality of opportunity

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

## 8. Equality objectives

Review of EQUALITY STATEMENT AND OBJECTIVES 2022-2026.

# Laycock Primary School

| Number | Objective | Why we have chosen this objective | To achieve this objective, we plan to | Progress towards this objective |
|---|---|---|---|---|
| 1. | **Community**<br>To create and promote opportunities for our local community to come into school and get involved in our Laycock life. | To increase participation from the local community in school life, so that students and staff have local role models.<br>To tap into contributions/expertise within the local area. | Network with local schools, charities, parents to advise/support our provision of enrichment activities | Meetings with the PTA (Friends of Laycock) to plan social and fundraising events for the school year.<br>Strong network with Into University to enhance cultural capital and aspirations for pupils, especially those from disadvantaged families. |

| | | | | |
|---|---|---|---|---|
| 2. | **Curriculum**<br>To ensure all stakeholders are seen, heard and feel fully included throughout appropriate, thoughtful and purposeful representations, learning and celebration. | To increase and promote cultural capital for our pupils.<br>To provide diverse role models for students to challenge stereotypes and promote aspirations. | Curriculum to represent cultures/faith/race from around the world.<br>Curriculum to promote and enable the teaching of protected characteristics | We have revised some of our core English and texts to reflect the diverse community with the school.<br>#I am Role Models linked to various curriculum areas, celebrated and studied throughout the year. |

| | | | | |
|---|---|---|---|---|
| 3. | **Staff**<br>To ensure our staff are both representative of our local community and feel a sense of belonging. | To ensure the best staff are employed irrespective of any disability.<br>To provide diverse role models for students to challenge stereotypes and promote aspirations. | Further training around unconscious bias for staff and leaders.<br>Annual audit of diversity amongst the staff community, which are then shared. | Recruitment process ensures all applicants are welcome irrespective of age, gender, race, religion, sex, sexual orientation or other protected characteristic. |

| | | | | |
|---|---|---|---|---|
| 4. | **Inclusion**<br>To ensure our environment is accessible to all, so everyone can reach their potential and thrive in Laycock and beyond. | To ensure we meet the needs of staff and students with disabilities and to ensure that any disadvantages they experience are addressed. | Ensure the school is disability friendly<br>Work with the Premises manager to ensure all buildings work are DDA compliant (Disability Discrimination Act).<br>Work with deaf provision team to ensure school, website and policies are deaf aware. | Annual deaf awareness training for all staff.<br>Recruitment process ensures all applicants are welcome irrespective of disability.<br>Acoustically treated classrooms for deaf children and staff. Radio aids worn when addressing deaf community.<br>Good relationships exist between those who share protected characteristics and those who do not. |
| 5. | **Parents/Carers**<br>To ensure that we provide opportunities for all parents/carers to access information, support, social opportunities and events within the school. | To increase the participation of parents /carers from different cultures, faiths and religions | Annual cultural diversity events – food, guest speakers to assemblies.<br>Regular parent coffee mornings and workshops so they can contribute to school planning and receive advice to best support children. | We celebrate and promote different cultural and spiritual groups within the school community.<br>Employment of a Child Family Support worker to provide advice and support to our families especially those from disadvantaged backgrounds. |

## 9. Monitoring arrangements

The Head teacher will update the equality information at least every year.
This document will be reviewed by the governing body at least every 2 years.

This document will be approved by the governing body.

## 10. Links to other policies

This document links to the following policies:
Anti Bullying policy
Behaviour policy
Accessibility Plan