



**Lincoln Bishop King CE Primary School**

Dream big. Love God. Live well.

# **Equality Information and Objectives**

**Policy Approved: 13<sup>th</sup> March 2021**

**Next Review (4 years): March 2025**

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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
- provide equal access to education for all pupils
- provide equal training and development for all staff – relative to their role in school.

### 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, 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 equality link governor will:

- meet with the designated member of staff for equality every year 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 amongst staff and pupils
- monitor success in achieving the objectives and report back to governors The designated member of staff for equality is the SENCo.

The SENCo will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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 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.

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or who speak English as a second language)
- 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

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

- assess and track any underachievement of groups of pupils, e.g. English as an Additional language (EAL), Special Educational Needs and Disabilities (SEND), disadvantaged/ Pupil Premium.
- address any imbalance of achievement through planned interventions and/or adaptations to the curriculum or timetable
- publish attainment data each academic year showing how pupils with different characteristics have achieved
- closely monitor progress of groups of pupils including: EAL, SEND, pupil premium and gender
- ensure books and resources represent racial and other minority groups.
- include church school and British values within the PSHE curriculum for all year groups
- give full consideration to access requirements to the school buildings or grounds.
- provide data on behaviour and attendance to governors on specific groups.

#### **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 R.E. and PSHE education, but also activities in other curriculum areas, e.g. class reader literature is planned to incorporate a range of cultures
- dealing with relevant issues through collective worship topics. Pupils will be encouraged to take a lead, 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 collective worship, and organising school trips and activities based around the local community, e.g. the mosque
- 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 school activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- developing 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 will consider the impact of significant decisions on particular groups, e.g. when a school activity is being planned, the school will ensure the trip is accessible to pupils with disabilities

The school may need to consult and engage both with people affected by their decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

## **8. Equality objectives**

**Objective 1:** Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report this to the Finance and Resources sub-committee of the governing board.

**Objective 2:** Increase the representation of staff to further represent the local community over a 4year period, so that this group increases within the teaching workforce.

**Objective 3:** Train all members of staff and governors, involved in recruitment and selection, on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

- We have chosen these objectives to:
  - ensure equality in recruitment
  - employ a fair representative of our community
  - have access to adults of different nationalities who can provide specific support to children and families with the same mother tongue
- To achieve these objectives, we will:
  - advertise vacancies within the school community: website, Facebook
  - provide work experience to parents 'New to English' – if they have appropriate skills that they can offer the school
  - monitor the number of nationalities of pupils, staff and governors in our school
- Progress we are making towards this objective:

- currently, our staff members represent a range of nationalities that reflect our local community;
- these staff members support our families with language barriers, when required

#### **9. Monitoring arrangements**

- The governing board will update the equality information we publish, [described in sections 4-7 above], at least every year.
- This document will be reviewed by the headteacher at least every four years.
- The Finance and Resources committee will approve this document.

#### **10. Links with other documentation:**

- [The Equality Act 2010](#)
  - Summary: UN Convention on the Rights of the Child  
[http://www.unicef.org.uk/wpcontent/uploads/2010/05/UNCRC\\_summary-1.pdf](http://www.unicef.org.uk/wpcontent/uploads/2010/05/UNCRC_summary-1.pdf)
  - Full report: UN Convention on the Rights of the Child  
[http://www.unicef.org.uk/wpcontent/uploads/2010/05/UNCRC\\_united\\_nations\\_convention\\_on\\_the\\_rights\\_of\\_the\\_child.pdf](http://www.unicef.org.uk/wpcontent/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf)
  - Accessibility Plan
  - Curriculum Policy
  - Special Needs and Disabilities Policy.
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