

Inspiring and flourishing together

Lightcliffe C of E Primary School

# **POLICIES & PROCEDURES**

## **Equality Objectives 2022 - 2026**

Date Policy Approved: May 2022

Approving Body: LGB

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In partnership to Educate, Nurture & Empower



# **Lightcliffe CE Primary Equality Objectives 2022 - 2026**

## **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.

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
- 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 Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils and provide appropriate access to training and support
- 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. More generally, all school staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge and deal with any prejudice-related incidents that may occur
- Identify and challenge bias and stereotyping in the curriculum
- Support pupils in their class for whom English is an additional language
- Keep up to date with equalities legislation relevant to their work
- Give pupils the opportunity to have their voices heard with regard to equality issues

#### **4. Eliminating discrimination**

At our school, we recognise that all members of the school and wider community are of equal value. 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 Equality and Diversity as part of their induction, and all staff receive refresher training at regular intervals.

#### **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 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**

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging in line with the Christian ethos of the school. 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 (Collective Worship) 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. 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 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 visit documents.

## **8. Equality objectives**

**Objective 1:** To continue to promote understanding and respect for diversity and equality.

To achieve this objective we plan to:

- Further embed a school vision/ethos which promotes Christian Values, British Values and equality, develops understanding, and challenges myths, stereotypes, misconceptions and prejudices (developing school links, links to places of worship and faith groups, themed days etc.)
- Actively promote mutual respect and valuing each other's' similarities and differences and facing equality issues openly.

**Progress we are making towards this objective:**

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community. The monitoring system (CPOMS) used by the school enables the school to report data to the LGB.
- Staff challenge discrimination, stereotyping and promote equality in education, employment, training and career choice. There is internal staff CPD planned for Spring 2023 to raise further awareness among all members of staff.
- To tackle stereotyping, bullying and harassment, we use the newly implemented SCARF (Safety, Caring, Achievement, Resilience, Friendship) PSHE sessions and school collective worship to challenge the assumptions

which underlie this behaviour. We also challenge anything that promotes gender stereotyping, racism and/or homophobic bullying.

- Religious Education and Collective Worship is used to discuss various world religions, meaning of faith, shared values, celebration of other religious festivals and these are linked into PSHE. These include Chinese New Year.
- Lightcliffe Primary School is a 52 lives 'School of Kindness', children and staff in all classes have signed a school kindness pledge. The whole school takes part in world Kindness day as well as Random acts of kindness week.
- Weekly 'Christian Values' certificates are presented to pupils in all classes across school for demonstrating Christian Values, understanding and respect.
- Lightcliffe Primary School recognises that sports provision has to address the needs and preferences of girls and boys, and indeed will be more likely to succeed if it does so. After school sports clubs are promoted for all pupils to attend.

**Objective 2: Ensure that school promotes role models that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability.**

**To achieve this objective we plan to:**

- Consider opportunities to promote diversity through all aspects of the school curriculum e.g. resourcing, study of historical figures.
- Promote engagement of visiting speakers to school to broaden children's perceptions of equality and diversity.
- Ensure the school calendar reflects opportunities to reflect and remember the importance of diversity.

**Progress we are making towards this objective:**

- Each class in school is named after an inspirational individual. These individuals represent a broad and diverse society with individuals from a variety of backgrounds and cultures.
- Curriculum content has been designed taking account of the context of our school, the diversity of Calderdale, and harnessing the values of equality; whilst equipping our children with the skills to challenge inequality and injustice both past and present.
- We are committed to PSHE, Christian and British Values supports pupils' spiritual, moral, social and cultural development, equipping them with the cultural and environmental knowledge and awareness they need to succeed both in and out of school, as well as supporting their mental and physical development and encouraging responsibility for their own activity and health.
- An elected 'School Council' is actively working alongside members of the SLT. An UKS2 'RotaKids' club, supported by the Brighouse Rotary Club, are meeting

weekly and have identified ways in which they would like the school family to support groups of people and communities.

**Objective 3: Develop awareness and understanding of the different protected characteristics groups.**

**To achieve this objective, we plan to:**

- Ensure that all staff are trained on equality, diversity and inclusion, through the online National Online Safety website module.
- Ensure participation by a member of school SLT on the Leeds Diocese 'Valuing All God's Children' training course. This will then be cascaded to all members of staff and the LGB.
- Provide regular analysis of any negative behaviour incidents to identify any potential patterns related to protected characteristics.
- Utilise Collective Worship opportunities to promote equality and diversity and tackle examples of discrimination for any protected groups.
- Respond to world news/current affairs (related to any individuals or protected characteristics) through Collective Worship and PSHE lessons.
- Engage with external providers to contribute to the PSHE programme of study across school.

**Progress we are making towards this objective:**

- SLT analyse data related to negative behaviour incidents and report this to the LGB through Headteacher's reports and KPI documents.
- A rolling programme of staff CPD has been introduced to ensure all staff take part in equality, diversity and inclusion training.
- Collective Worship calendar focuses on a different Christian Value each half term. Opportunities to promote equality and diversity and tackle examples of discrimination are woven into the content delivered.
- External providers such as Leeds United Foundation, Barnardo's, NSPCC and Open Minds Calderdale contribute to the PSHE programme of study across school.
- Each week all classes engage and respond to world news/current affairs (related to any individuals or protected characteristics) through Picture News (class worship) and PSHE lessons.
- Headteacher attended Diocesan 'Valuing all God's Children' training during the Summer term 2022.

**Objective 4: Actively close gaps in attainment and achievement between pupils and all groups of pupils, particularly those with protected characteristics as defined by the Equality Act.**

### **To achieve this objective, we plan to:**

- Monitor the achievement of all pupils, analysed by various characteristics, and use this data to raise standards and ensure inclusive teaching. Monitoring information helps us to see what progress we are making towards meeting our equality aims, in particular by allowing us to:
  - Highlight any differences between pupils from different groups
  - Ask why these differences exist and test the explanations given
  - Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different groups
  - Take action to make improvements
- Ensure our school recognises and values bilingualism. The languages and learning needs of bilingual pupils will be clearly identified and appropriate support identified and used.
- Train staff to deliver small group work sessions to support targeted pupils.

### **Progress we are making towards this objective:**

- We have clear procedures for collecting information on pupils' academic performance and those who may have behavioural, emotional, and social difficulties. All staff have access to information that may affect the pupils' learning and progress. Information is updated annually as a minimum and held in the class file and on electronic systems accessible to staff (CPOMs, FFT Aspire).
- To monitor our pupils' attainment, we collect information about pupils' performance and progress, by various categories, (e.g. gender, ethnic group, etc.), analyse it and use it to examine trends. To help interpret this information we monitor other areas that could have an adverse impact on pupils' attainment such as exclusion, racism, racial harassment and bullying, curriculum, teaching and learning, reward and sanctions, support, advice and guidance.
- The Thrive Approach is being embedded throughout school. A school Mental Health lead is in place as well as a learning mentor who is a trained licensed Thrive Practitioner. 1:1 support and small group sessions are delivered to support identified pupils.

## **9. Monitoring arrangements**

We will review and update the equality information we publish at least every year to demonstrate how we are meeting the aims of the general public sector equality duty.



Our objectives will be drawn up and published by the Governing Body at least every 4 years.

## **10. Links with other policies**

This document links to the following policies:

Accessibility plan

SEND and Inclusion Policy