

Equality Information and Objectives

Laburnum Lower School



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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

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](#).

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 10.

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 annually.

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

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)
- 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 (only if applicable and will not identify an individual child)
- 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

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, including our values curriculum. This includes teaching in RE 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 will develop links as necessary with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

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

Monitoring arrangements

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

This document will be reviewed and approved by the Governing Body at least every 4 years.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Teaching and Learning

Equality Objectives

Objectives	Action Required	Outcome	Timescale	Costs	Evaluation
Disability To ensure good progress of children on the SEND register, in line with National Outcomes	<ul style="list-style-type: none"> ▪ Individual Support Plans (ISPs) as appropriate ▪ Teachers, SENDCo and SLT monitor individual and group progress through Target Tracker and Pupil Progress Discussions ▪ SENDCo to maintain SEND register, offer guidance and involve other agencies as necessary 	Progress data for individuals and groups compare favourably to National and Local data	Termly / half termly	Included within annual Target Tracker subscription Release time for SENDCo as required	
Gender To reduce any cohort based gender gap	<ul style="list-style-type: none"> ▪ Whole school focus on boys' writing (National issue) – careful consideration of stimulus and teaching styles ▪ Analysis of School data to identify any other gaps / areas to improve ▪ Evidence of teachers responding to needs in planning and teaching (monitored by SL/DH/HT) 	Reduction in identified gaps (avoiding creation of new ones)	Monitoring through Target Tracker data harvests, half termly Lesson observations and drop-ins monthly	None expected	
Ethnicity To maintain a school wide approach to	<ul style="list-style-type: none"> ▪ Analysis of School data to identify areas of concern ▪ Involve parents and community members as 	Class teachers aware of any specific concerns and		None expected	

monitoring attainment and progress of any significant ethnic groups	<ul style="list-style-type: none"> appropriate <ul style="list-style-type: none"> Planning and teaching to offer a broad range of experiences for all pupils 	able to plan activities and opportunities leading to increased progress or attainment			
Religion To maintain a yearly cycle of assemblies based on Values and community links which encompass all faiths in line with SMSC education	<ul style="list-style-type: none"> Values SL to maintain overview of weekly assemblies, monitoring for breadth and variety HT to include SMSC elements in all whole school assemblies Continued input from Open the Book programme (assemblies) School Values Council to raise the profile of Values within the school, choosing the monthly foci for the year 	Assemblies and SMSC teaching provides a breadth of learning and experiences Pupils involved and developing an understanding of all faiths and positive values as a life skill	Ongoing Monitored through planning, assembly notes, SVC minutes and pupil voice activities	None expected	
Religion To secure good or better teaching in RE across the school and ensure opportunities for visitors of different religion and faith to come into school	<ul style="list-style-type: none"> More regular lesson observations in RE / PSHCE times SL to monitor deliver of rolling programme Increased opportunities for hands-on and practical learning Access to out of school opportunities such as The Faith Tour / Easter Trail etc. Resources for teaching RE audited and purchased, possibly in line with other schools and a view to shared resources 	All children to have positive experiences when learning RE; showing interest in and understanding of different religions, faiths and beliefs Resources and experiences relevant and available	Termly reviews through planning and pupil voice activities All children to have been involved in trips / visits / in-school activities to enhance learning annually.	Curriculum Resources budget	
Disadvantage To reduce any gaps between PPG and non-PPG pupils and ensure that PPG children make at least good progress (Detailed annual action plan available on the	<ul style="list-style-type: none"> Pupil Premium Support Plans for all PPG children with input from parents / carers Targeted interventions for individuals and groups (CG/LW/CS) Opportunities to raise self-esteem and provide access to extra-curricular experiences Teachers, SENDCo and SLT monitor individual and group progress 	Individuals to make at least good progress from their starting points Reduction in identified gaps, including any possibly related to SEND	Termly reviews, reported to FGB	PPG income to be used as reported on the school website	

school website)	<p>through Target Tracker and Pupil Progress Discussions</p> <ul style="list-style-type: none"> ▪ DH to maintain PPG register, monitor spending against progress; sourcing external expertise and input as necessary ▪ Monitor any differences between PPG SEND and PPG non-SEND pupils and aim to reduce ▪ Whole school focus on more-able pupils to include careful tracking of those with PPG 	<p>challenges</p> <p>Greater parental involvement in use of PPG funding for individuals</p>			
<p>More-able & Talented</p> <p>To provide opportunities to enhance and extend the learning of the more able, ensuring good progress</p>	<ul style="list-style-type: none"> ▪ Whole school focus on pupils achieving 'greater depth' within the curriculum ▪ Agreed criteria for identification of more-able and talented (MAT) pupils ▪ Planning and teaching to offer a broad range and depth of experiences for all pupils ▪ Consideration of all curriculum areas ▪ Extra-curricular opportunities and experiences to provide challenge (Mad science, Activity days shared with other schools etc.) ▪ Teachers, SENDCo and SLT monitor individual and group progress through Target Tracker and Pupil Progress Discussions 	<p>Progress data for individuals and groups compare favourably to National and Local data</p> <p>Pupil engagement and enjoyment monitored through pupil voice activities and observations</p>	Termly data monitoring	£500 to provide access to extension activities and opportunities as available (some to be allocated to PPG)	