

Equality & Diversity Information and Objectives

Laburnum Primary School



Approved by: Full Governing Body

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1. The Laburnum School Mission

This policy is set within the context of our school mission: **CARE: Challenge, Achieve, Respect, Effort.**

At Laburnum, we challenge all learners to work hard and achieve as individuals across a broad and engaging curriculum, where learning is at the heart of all we do. Our children are nurtured to show respect for themselves, others and the wider community by developing positive relationships built on our school values.

2. Statement of intent

Laburnum Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

3. 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

4. Legislation and guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board

5. Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the H Head Teacher

The Head Teacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board as part of the Head Teacher's Report for the Strategy Day.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the Head Teacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

6. 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 annually.

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

7. 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, having a gender neutral school uniform)
- 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

8. 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.

9. 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 (based on the cohort) whether the trip:

- Impacts on any religious holidays
- Is accessible to pupils with disabilities
- Has appropriate facilities to support pupils of different genders

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.

10. Equality Objectives

Objective 1: All subject leaders to review and refine long term planning and guidance in their curriculum areas to ensure our curriculum widely represents and normalises difference and diversity in society, particularly ensuring, where possible, representation of protected characteristics, neuro-diversity and different socio-economic backgrounds.

Why we have chosen the objective:

Our school has predominantly 'white British,' pupils and staff. Without consciously ensuring representation across the curriculum, we could through unconscious bias and self-representation, inadvertently create a curriculum that promotes narrow 'norms' that do not represent our whole school community and/or wider society. We feel it is important that all children are introduced to the full diversity of society as 'the norm.' Whether we are aware of a child's individual characteristics or not, we want all children to learn in a school that normalises difference, celebrates diversity and accepts without judgement. All child should feel that they can be who they are without needing to conform to perceived norms.

To achieve this objective, we plan to:

- Ensure subject leaders have sufficient release time to review curriculum plan in relation to the representation of diversity.
- Facilitate discussion with colleagues and pupils in regard to representation within the curriculum.
- Provide subject leaders with time to adapt and refine long term plans and curriculum information.

Progress we are making towards this objective:

- *Updated annually – update 1 due Summer 2023*

Objective 2: All subject leaders and class teachers to review and ensure curriculum resources and materials represent and normalise difference and diversity in society, particularly ensuring, where possible, representation of protected characteristics, neuro-diversity and different socio-economic backgrounds.

Why we have chosen the objective:

Our school has predominantly ‘white British,’ pupils and staff. Without consciously ensuring representation through the resources and materials we use in the classroom, we could through unconscious bias and self-representation, inadvertently create a curriculum that promotes narrow ‘norms’ that do not represent our whole school community and/or wider society. We feel it is important that all children are introduced to a diverse society as ‘the norm.’ Whether we are aware of a child’s individual characteristics or not, we want all children to learn in a school that normalises difference, celebrates diversity and accepts without judgement. All child should feel that they can be who they are without needing to conform to perceived norms.

To achieve this objective, we plan to:

- Ensure subject leaders have sufficient release time to review the curriculum resources in relation to the representation of diversity.
- Subject leads to review learning environments, information books and pupil books (learning resources) and consider whether they adequately represent diversity.
- Facilitate discussion with colleagues and pupils in regard to representation within the curriculum.
- Provide subject leaders with time to adapt and refine long term plans and curriculum information/resources.

Progress we are making towards this objective:

- *Updated annually – update 1 due Summer 2023*

Objective 3: Ensure that significant pupil groups in school are represented within the curriculum and wider opportunities in school (particularly SEND, Disadvantaged and Traveller).

Why we have chosen the objective:

Pupil volunteering for additional roles in school are predominantly from the non-SEND / non-disadvantaged groups. As a school with approximately 25% SEND and 25% Disadvantaged, we are seeking to redress this balance and ensure additional groups / roles, such as Reading Buddies, School Council and Eco-Council have representation of these groups proportionate to numbers in school. This will provide both representation and aspiration for all relevant groups. We are also seeking to ensure diversity of ethnicity, SEND and socio-economic circumstances within these groups.

To achieve this objective, we plan to:

- Regularly analyse the composition of the school to identify different pupil groups.
- Analyse pupil roles in school to assess whether there is representation from the range of pupil groups, particularly the more significant groups.
- Ensure that additional occasional groups such as sports teams also provide representation.

Progress we are making towards this objective:

- *Updated annually – update 1 due Summer 2023*

Objective 4: Provide equitable access to the curriculum for all pupils.

Why we have chosen the objective:

No children should be held back because they come from a less affluent background or receive less support at home. Through promoting equitable access, we are seeking to ensure that all pupils have received the life experiences to set their learning in context, have developed the vocabulary to access and express learning, have access to the resources they need within and beyond school to support their learning, are able to complete additional learning outside of the school day and have received the specific and targeted time and support needed to succeed.

To achieve this objective, we plan to:

- Adapt curriculum planning to place an appropriate emphasis on the development of specific vocabulary.
- Ensure that class teachers consider the learning and social needs of all pupils when planning learning activities.
- Consider the financial implications of all school activities and through subsidising prioritisation ensure that all pupils are able to access all opportunities.
- Ensure that all pupils receive and have access to the resources that they need in order to access and complete in-school and home learning.
- Provide 1:1 and small group tuition to all pupils as required, with an initial focus on pupils in receipt of the Pupil Premium Grant.

Progress we are making towards this objective:

- *Updated annually – update 1 due Summer 2023*

11. Monitoring arrangements

The Head Teacher 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.

12. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment