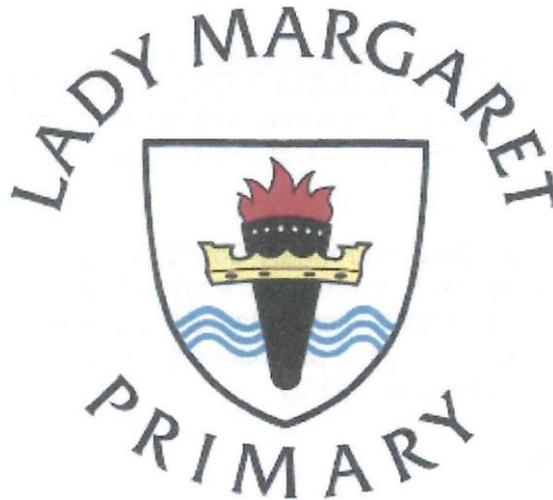


Lady Margaret Primary School



Where children come FIRST

Equality information and objectives

Approved by: Governing Body

Date: 13th September 2022

Last reviewed on: September 2022

Next review due by: September 2023

Signed by:

This policy supports the Rights Respecting principles adopted by Lady Margaret Primary School and is particular relevant to the following articles:

UNICEF - Convention on the Rights of the Child (CRC)

Article 2

The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 4

Governments must do all they can to make sure every child can enjoy their rights.

Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 14

Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures, and the environment.

Article 30

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live

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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

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 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 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 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 in the autumn term.

The school has a designated member of staff for monitoring equality issues. 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 gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic.
- 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 activities including extra-curricular)

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.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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:

- Placing the values and principles of UN Convention Rights of the Child at the heart of a school's ethos and culture. As part of UNICEF UK's Rights Respecting School programme our aim is to improve well-being and develop every child's talents and abilities to their full potential.,
- 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
- 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 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 (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.

8. Equality objectives

<u>Specific Targets</u>	<u>Success Criteria</u>	<u>Key Action</u>
Assessment arrangements enable all pupils to attain at the highest level and do not put any pupils at disadvantage; target setting, grouping and resource allocation	All pupils are given the best opportunities to achieve.	<p>Extra time will be applied for KS2 exams for pupils who need it (SEN). Scribes and 1:1 readers will also be provided for maths and SPaG tests.</p> <p>SEN pupils are assessed against their specific targets to ensure they make progress.</p> <p>Teachers are encouraged to make sure practical activities are taking place and these are photographed.</p>
Curriculum content contributes to an appreciation of cultural diversity and challenges prejudice, bias and stereotype regardless of proportion of minority ethnic pupils	Pupils have respect for one another and appreciate peoples' differences, ensuring they are up standing citizens of the community.	<p>Curriculum overview maps allow for better planning coverage across all areas and maximizing opportunities for learning about cultural diversity.</p> <p>School is involved in Rights Respecting (Unicef Rights of the Child) circle time takes place weekly and floor books re monitored regularly.</p> <p>Displays have articles linked to RR in classes and corridors.</p>

		A variety of celebrations from different faiths are explored through assemblies
Teaching is inclusive and supportive of those pupils with additional language and literacy needs, those who are under confident and those who are the highest attaining	100% of teaching will be judged as good or outstanding, including for EAL pupils.	<p>Revised procedures for EAL students for 2017/18 academic year. This will ensure effective tracking and communication between small group intervention and whole class activities.</p> <p>A robust approach to supporting children with mental health issues has been introduced and is having a significant impact on the well-being of these pupils Language / communication needs friendly classroom checklists are included in staff guidance and are implemented</p> <p>Daily supported reading is taking place in Y6, Y4, Y2 and Y1</p>
Mainstream curriculum provides pupils with opportunities to learn about and become more involved in the life of their communities	Pupils become well rounded citizens and have a positive impact on the local community	<p>School trips include local visits (Gurdwara, library, swimming pool) as well as trips further afield We have strong links with our high schools.</p> <p>Visits into school have included the community nurse, fire and police services. School to school activities take place such as sporting events with local schools</p>
Pupils' spiritual, moral, social and cultural development takes into account different faiths and backgrounds of pupils	All pupils feel respected and able to speak freely about their beliefs and values.	<p>Knowledge about a wide range of different faiths are taught through RE. Parents have been given the opportunity to view SRE materials and opt out if they feel it is not suitable for their child due to personal beliefs/ morals. This arrangement will be adjusted in light on 2020 changes</p> <p>Interfaith week allows pupils to celebrate all the faiths found within the school and community</p> <p>Assemblies take place around all the</p>

		key religions represented
<p>Behaviour and discipline policies and procedures reflect commitment to reducing exclusions; they are applied consistently across different racial groups; significant differences in exclusion rates between social or ethnic groups are identified, and appropriate action taken to reduce these differences; there are good procedures for re-integration of pupils (no sense of stigma) and for raising standards of discipline for all groups; racist bullying is effectively tackled and incidents recorded, with regular reports to the LA</p>	<p>All pupils will behave in manner which is in accordance with the school behaviour policy.</p>	<p>SIMS used to enabling behaviour to be more effectively tracked Review of behaviour policies annually</p>
<p>Support for pupils takes the form of additional language and literacy support to raise pupils' standards and achievement as well as pastoral support in the form of for instance positive role models, peer mentors/mentors/counsellors</p>	<p>All pupils feel supported by school and able to achieve their full potential as a result</p>	<p>We have a range of language and literacy support strategies including</p> <ul style="list-style-type: none"> - Speech and Language Therapy interventions - Talk Boost program - Early Literacy Support - Additional targeted phonics support <p>Pastoral support may be offered from one of the following sources.</p> <ul style="list-style-type: none"> - Emotional Literacy screening <p>Counselling referrals to external help</p>
<p>Partnership arrangements with local schools, colleges, supplementary schools, voluntary and community organisations are in line with school's equality policies.</p>		<p>LMPS is part of the WLTA and ELP</p>

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4-7 above, at least annually.

This document will be reviewed by the teaching and learning committee at least every 4 years.

This document will be approved by the teaching and learning committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy

