



# Equality Information and Objectives Statement

**September 2024-25**

<b>Approved by:</b>	FGB
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## Contents

1. Aims
2. Legislation and guidance
3. Roles and responsibilities
4. Eliminating discrimination
5. Advancing equality of opportunity
6. Fostering good relations
7. Equality considerations in decision-making
8. Equality objectives
9. Monitoring arrangements
10. Links with other policies

### 1. Aims

St Luke's Primary School aims to meet its obligation under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

St Luke's Primary School aims to promote respect for difference and diversity in accordance with our values. We are committed to providing a respectful, diverse, inclusive and safe environment for all of our pupils to learn and thrive. We nurture pupils to enable them to develop good relationships and to be respectful towards each other, valuing diversity.

The Governing Body of St Luke's Primary School is committed to the principle of equality of opportunity for all in employment and in the provision of teaching and learning. We take pride in our diverse community and all the cultural richness that it brings with it.

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school community can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity among our pupils, their families and our staff. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

## **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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#)

## **3. Roles and responsibilities**

The Governing Body 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 equality Link Governor is Tina Housely. They will:

- Meet with the designated member of staff for equality every term, 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 Body regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to Governors

If you have a designated member of staff for equality, insert and amend as applicable, the following:

The designated member of staff (Rachel Spencer) for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality Link Governor every term to raise and discuss any issues
- 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.

At St Luke's Primary School equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential. We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community due to any of the protected characteristics.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity. We do this through regular assemblies and our school curriculum.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

New staff will be trained on Equality, Diversity & Inclusion as part of their induction, and all staff will receive updated refresher training annually on our Safeguarding Online Training Platform.

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 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
- 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:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response to this
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

## **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 RE, citizenship and PSHE education and in the My Happy mind module and 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
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues
- 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
- We have developed 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

## **8. Equality objectives**

### **Objective 1: Reduce the attainment gap between groups of children**

To ensure that all groups of pupils make at least a good rate of progress and that any gaps between the achievement of particular groups within the school and the achievement of children nationally are narrowed year on year.

### **Objective 2: Ensure that staff and children develop a good understanding of how people can be discriminated against due to their protected characteristic**

Embed a highly ambitious curriculum which develops the whole child to ensure they have a strong awareness of the diverse nature of society and responsible citizens.

Provide training for all staff on equality, diversity and inclusion in workplace settings to help dispel any existing or unconscious biases they may have. This will support their teaching linked to the protected characteristics.

We will ensure our curriculum and associated resources (for example our reading resources) positively represent the global community in which we live, actively promoting people according to:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

**Objective 3: Ensure the building is as accessible as reasonably practicable for people with disabilities**

We will develop an accessibility plan which meets the needs of people with disabilities whenever possible, drawing on the resources available to support this bearing in mind the school's safeguarding policy.

**Objective 4: Ensure the Governing Body is representative of the school community it serves**

Explore opportunities to attract people to the Governing Body with protected characteristics. We will always take an inclusive approach in attracting people to new posts, including actively encouraging people with protected characteristics to apply.

**Objective 5: Monitor and evaluate the number of bullying incidents related to the protected characteristics listed in the Equality Act 2010.**

Analysis the behaviour incidents termly. Use the data to identify whole school/year group/class incidences of discriminatory behaviours and plan appropriate actions to prevent any future occurrences.

## **9. Monitoring arrangements**

The Headteacher will update the equality information we publish annually. The equality objectives will be reviewed at least every 4 years.

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

This document links to the following policies:

- Accessibility plan
- Risk assessments