

# Equalities Policy, including Information and Objectives



The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both Infant School and Junior School

Review Cycle: Annual  
Last Reviewed: November 22

Responsible for Review: LGB  
Next Review Date: November 23

## Policy Statement

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the Hamwic Trust Disability and Equality Policy.



## **National and Legal Context**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **School Context**

We collect equality information and this can be referenced in the appendices of this statement.

## **Principles**

To fulfil our legal obligations, we are guided by a number of principles.

### 1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

### 2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with

- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
  - Age – we value the diversity in age of staff, parents and carers
  - Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
  - Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
  - Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other  
An absence of harassment, victimisation and discrimination in relation to any protected characteristics
4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council, parent and staff consultations. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

## 8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

## 9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

### **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. This policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

The Executive Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

## Equalities Information

## Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- staff survey
- contact with parents representing pupils with particular protected characteristics

## Pupil-Information Livingstone Road Infant School



### Basic Characteristics Rec, Y1, Y2 - All Pupils (242 pupils)

20 April 2021

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Rec	75	36 (48.0%)	39 (52.0%)	19 (25.3%)	19 (25.3%)	27 (36.0%)	19 (25.3%)	11 (14.7%)	8 (10.7%)	0 (0%)	3 (4.0%)	0 (0%)
Y1	83	42 (50.6%)	41 (49.4%)	28 (33.7%)	27 (32.5%)	14 (16.9%)	11 (13.3%)	13 (15.7%)	12 (14.5%)	0 (0%)	1 (1.2%)	1 (1.2%)
Y2	84	45 (53.6%)	39 (46.4%)	29 (34.5%)	28 (33.3%)	18 (21.4%)	15 (17.9%)	12 (14.3%)	12 (14.3%)	0 (0%)	0 (0%)	2 (2.4%)
All	242	123 (50.8%)	119 (49.2%)	76 (31.4%)	74 (30.6%)	59 (24.4%)	45 (18.6%)	36 (14.9%)	32 (13.2%)	0 (0%)	4 (1.7%)	3 (1.2%)

\* Includes pupils with Information Not Obtained.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Any Other White Background	11	16	11.2
White - British	96	87	75.6
Any Other Mixed Background	5	4	3.7
Any Other Asian Background	1	1	0.8
White and Asian	1	3	1.7
Any Other Ethnic Group	2	1	1.2
Black Caribbean	0	1	0.4
Black - African	2	1	1.2
White and Black African	1	0	0.4
Refused	1	0	0.4
Information Not Yet Obtained	1	2	1.2
White and Black Caribbean	1	1	0.8
Chinese	0	2	0.8
Gypsy / Roma	1	0	0.4
All	123	119	100.0

## Pupil-Information Livingstone Road Junior School



### Basic Characteristics Y3, Y4, Y5, Y6 - All Pupils (238 pupils)

20 April 2021

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Y3	48	29 (60.4%)	19 (39.6%)	22 (45.8%)	18 (37.5%)	13 (27.1%)	9 (18.8%)	14 (29.2%)	13 (27.1%)	0 (0%)	1 (2.1%)	3 (6.3%)
Y4	74	39 (52.7%)	35 (47.3%)	32 (43.2%)	30 (40.5%)	12 (16.2%)	10 (13.5%)	21 (28.4%)	18 (24.3%)	0 (0%)	3 (4.1%)	3 (4.1%)
Y5	60	35 (58.3%)	25 (41.7%)	29 (48.3%)	23 (38.3%)	11 (18.3%)	11 (18.3%)	18 (30.0%)	18 (30.0%)	0 (0%)	0 (0%)	2 (3.3%)
Y6	56	31 (55.4%)	25 (44.6%)	22 (39.3%)	17 (30.4%)	8 (14.3%)	4 (7.1%)	10 (17.9%)	10 (17.9%)	0 (0%)	0 (0%)	0 (0%)
All	238	134 (56.3%)	104 (43.7%)	105 (44.1%)	88 (37.0%)	44 (18.5%)	34 (14.3%)	63 (26.5%)	59 (24.8%)	0 (0%)	4 (1.7%)	8 (3.4%)

\* Includes pupils with Information Not Obtained.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Any Other White Background	6	10	6.7
White - British	111	83	81.5
Any Other Asian Background	3	1	1.7
Any Other Ethnic Group	2	0	0.8
White and Black Caribbean	1	3	1.7
Refused	1	1	0.8
Any Other Black Background	1	0	0.4
Bangladeshi	2	1	1.3
White and Asian	2	2	1.7
Any Other Mixed Background	2	1	1.3
Black - African	3	0	1.3
Indian	0	1	0.4
White and Black African	0	1	0.4
All	134	104	100.0

**Further Performance Data can be found on both school websites under About Us and Outcomes.**

The school has published various policies on the school's website, such as the Inclusion & SEND policy, Behaviour Policy, Safeguarding and Child Protection Policy. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.



# Equality Objectives

## Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: to ensure all pupils, in particular those with protected characteristics make good or better progress.

- See data overview
- There is a PP and SEND gap with children achieving ARE or above

Objective 2: to reduce the incidence of prejudice related incidents in relation to the protected characteristics listed in the Equalities Act 2010.

- 1 racist incident recorded and dealt with by DHT

Objective 3: to take positive action to reduce barriers to learning for pupils new to the school, particularly new arrivals to the UK.

- New family joined as part of the Afghan resettlement programme. No English and parents have limited English. Children joining phonic groups at the appropriate level; yr3 child coming over to the Infant school for daily phonics. Office have supported with Pupil Premium application and food bank

Objective 4: to reduce the extent to which pupils, including those with protected characteristics, are excluded for challenging behaviour due to social misconceptions.

- Training for 'The Explosive child' for all TAs and MDSAs
- Pastoral in place
- Attendance Officer in place
- Forest School and Yoga for key children to support self-regulation and reduce anxiety
- However, exclusions have taken place in particular challenging cohort years e.g. yrR and yr2. EHCP gathering of evidence in place for key children
- 1 permanent exclusion has happened; but school was able to present a range of evidence which had been put in place including funding Alternative Provision on school site

Objective 5; to increase the opportunity for ethnic/cultural diversity to be celebrated across the federation through the curriculum and events.

- Assemblies celebrate ethnic and cultural diversity
- Curriculum has a RE and PSHE curriculum in place
- Visits have started to take place again

Objective 6; to monitor and promote good attendance of those pupils with protected characteristics; offer school support where necessary.

- Attendance still a key area to improve, however an Attendance Officer is in place and monitor weekly
- Relationships are being developed with key families

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.*