



Langham Primary School

Equality Objectives and Information

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Approved by the governing body	<i>Annual awaiting formal approval (May 2023)</i>	Review Cycle	<i>Annually</i>

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We have used [advice provided by the DfE](#) to inform our objectives and the information we provide.

The Public Sector Equality Duty 2011

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low. Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All people are of equal value.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily mean treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 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
- positive interaction, good relations and dialogue between groups and communities
- mutual respect and good relations

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and do not discriminate against anyone.

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

Principle 6: We consult and involve widely

Principle 7: Society as a whole should benefit

Principle 8: We base our practices on sound evidence

Principle 9: Accurate information and transparency

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. We recognise that the actions resulting from a policy statement such as this are what make a difference. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our principles.

Ethos and organisation

9. We ensure our principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement

- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in our **anti-bullying policy** about how we deal with suspected and confirmed incidents of bullying including incidents motivated by any form of prejudice.

10. Governors monitor any reported incidents termly.

Roles and responsibilities

13. 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.

14. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

15. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Religious observance

20. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Equality Information

Date Updated: March 2023

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

Who comes to our school?

Here is some information about our school population. These are the groups we need to plan services for; we regard this aspect of our work as very important. The information also helps us to meet our duties under the Equality Act 2010. As a school our main function is to provide good access to educational opportunities and help/support our pupils to perform well at school. We have to make sure we do not disadvantage anyone in our school and we use school census information to help us. In order to respect confidentiality our data has been collated here into broad groups.

Girls	47%	Boys	53%
White British	88%	Other	12%
Christian	49%	Other/ no religion	51%
SEN	17%	No SEN	83%

Eliminating unlawful discrimination

We want to make our school a place free from prejudice related discrimination, harassment and victimisation. A place where all pupils feel valued and safe. We want our children to grow up to be tolerant and understanding.

- The curriculum and wider experiences we provide for our children directly address issues of prejudice to promote tolerance, understanding and tackle unlawful discrimination. For example, children have been taught about the contribution women have made to science as well as men and are taught about how prejudice has sometimes led to the achievements of non-white ethnic groups being overlooked and not celebrated.
- There are clear procedures in place for dealing with prejudice-based bullying and incidents.

- Reasonable adjustments are made to our procedures where this is necessary. Our behaviour policy for example refers to reasonable adjustments and extra provision that might need to be applied where a child has SEN.
- We routinely analyse records we keep about how our behaviour policy is applied which enables us to ensure it is applied fairly and without discrimination.
- The school has due regard for accessibility issues and the governing body have implemented accessibility plans.

Advance equality of opportunity

We want to make sure that all groups of children have the opportunity to fulfil their potential.

- We regularly analyse our assessment data so that we can make sure all groups of pupils have the opportunity to fulfil their potential. For example we analyse English assessment data to make sure that children who live in homes where English is not the first language make good progress.
- We provide extra resources to support under achieving groups where this is necessary. For example we might provide booster groups or 1:1 tuition where identified groups of children have fallen behind.

Foster good relations

We want our school community to provide a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect,

- We encourage members of the wider community representing a range of groups to contribute school life.
- We have a regular parents forum providing the opportunity for the school community to have a voice.

Our Equality Objectives

- Improve how we listen to pupils views and take them into account when planning for the future in our school.
- Build further opportunities for the curriculum to promote a positive view of a rich and varied society.
- Widen our tracking practices to include assessments in reading and spelling to make sure that all groups have equality of opportunity.