

Lowther Primary School Equality Information and Objectives

Next review: July 2024

1. Aims

Schools have a major influence on the attitudes of society and of those we educate. We believe we are in a powerful position to bring about change for good. The aim of the Equalities Information and Objectives is to outline the commitment of our school to ensure that equality of opportunity is available to all members of the school community.

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 individuals and groups of pupils in school. It also means celebrating and valuing the diversity and strengths of all members of the school community.

2. Legislation and guidance

This document meets 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 requires 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 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 annually and updated at least once every four years
- Delegate responsibility for monitoring achievement of the objectives to the Head Teacher

The Curriculum and Policies Committee will oversee the equality information and objectives on behalf of the Governing Board. They will:

- Discuss and review progress of the Equality Objectives at regular intervals
- Ensure they are familiar with relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report to the full Governing Board

The Head Teacher 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 s8.

4. Eliminating discrimination (remove or minimise disadvantages)

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions

- Training throughout the year includes a focus on discrimination which exists and what we as individuals and as a school can do to remove or minimise it. This includes unconscious bias and understanding the nine protected characteristics within the Equality Act 2010
- The Pupil Premium strategy has been created to address the specific needs of those with potential disadvantages. It seeks to remove barriers to allow all children to engage in the curriculum and school life
- Inclusion underlies all our school policies

5. Advancing equality of opportunity (take steps to meet different needs)

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Taking steps to meet the needs of all members of the Lowther community (*proactive*)
- Removing or minimising disadvantages for particular groups or individuals (*reactive*)
- Encouraging members of the Lowther community to participate fully in all activities (*community*)

To fulfil this aspect of the duty, the school will:

- Analyse school data for key groups to determine strengths and areas for improvement
- Identify improvements for specific groups through tracking of pastoral data
- Publish information about issues associated with particular protected characteristics, and implement actions to overcome them

6. Fostering good relations (encourage participation when it is disproportionately low)

The school aims to foster good relations between all those in the community by:

- Promoting tolerance and understanding of religions and cultures through different aspects of the curriculum. This includes RE and personal, social, health and economic (PSHCE) education, but also 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
- Seeking and responding to the views and needs of families
- Inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities in the immediate and wider community
- Seeking opportunities for the school community to celebrate religious/cultural events

7. Equality considerations in decision-making (publish information to demonstrate how we comply with the equality duty)

The school ensures it has due regard to equality considerations whenever significant decisions are made. Equality informs all school policies. Information on how we comply with the Equalities Duty can be found in this document.

8. Equality objectives (reviewed annually)

Objective 1: Reading material available to pupils reflects social, ethnic racial and cultural range (by 2024)

Why have we chosen this objective: all children should have access to a wide range of reading material in many genres and from many cultural and social perspectives, familiar and unfamiliar. Reading material should also be available for children and their families for whom English is not their first language.

To achieve this objective: core and wider reading material will continue to be reviewed by subject leaders and teaching staff. Funds will be raised to allow expansion of stock and replacement as necessary. The installation of a school library in 2022 met our first objective. An enhanced objective is to broaden the range of foreign language material and dual-language material.

Objective 2: The curriculum is further resourced to enable every child to have full access to every aspect of the curriculum regardless of need (by 2024)

Why we have chosen this objective: Children have since 2020 displayed a wider range of emotional and learning needs. A number of measures to support children individually have been introduced. Further resourcing will help every child to access the curriculum fully at multiple levels.

To achieve this objective: class teachers will continue to work with subject and phase leaders to revise and overhaul the full curriculum. Every subject will include a wide range of references in its core content, and all teachers will be able to expand and enhance the children's experience.

Objective 3: Attendance of disadvantaged and SEND pupils improves to at least 96% (by 2024)

Why we have chosen this objective: full access to learning and the holistic experience of school is even more important for children with barriers to learning if they are to have the same opportunities as their peers. By focusing on attendance, often an indicator of disadvantage, we can work closely with families and children to seek to minimise and eliminate barriers.

To achieve this objective: the Deputy Head and SENDCo will continue to support every child and family through personal and informal (and where necessary formal) targets and interventions, and will work with teachers to ensure that attendance for disadvantaged and SEND children meets or exceeds national levels.

9. Monitoring arrangements

The Head Teacher will update the equality information we publish at least every year.

This document will be reviewed at least every 4 years.