Leominster Primary School

Equality Information and Objectives Policy

1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 Leominster Primary School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

    - Admissions;
    - Attendance;
    - Attainment;
    - Exclusions; and
    - Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

2. Our Ethos

This is a place where:

- learning is fun;
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community; and
- encourage everyone to make healthy life choices.

3. Addressing Prejudice Related Incidents

4.1 Leominster Primary School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority.

4. Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	❑ All pupils in vulnerable groups are assessed, monitored and tracked. ❑ Under-achievement is identified and appropriate intervention is applied.
Behaviour and Safety	❑ Pupils respect one another and develop their understanding and appreciation of diversity. ❑ Pupils feel safe and valued. ❑ Pupils, staff and parents know that prejudice based misconduct will be challenged.
Teaching	❑ The needs of vulnerable group pupils are met primarily through Quality First Teaching strategies; W 2 and W 3 interventions are a secondary strategy.

Leadership and Management	❑ Attendance processes are reviewed and amended to ensure that barriers to attendance for vulnerable groups are overcome. ❑ Nominated members of the SLT are responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.

5.2 Leominster Primary School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

(a) increasing the extent to which disabled pupils can participate in the curriculum;
(b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
(c) improving the availability of accessible information to disabled pupils.

4.3 The school's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

5. Responsibility

6.1 We believe that promoting equality is the whole school's responsibility.

6.2 How does Leominster Primary School eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The school does this by measures that include:

(a) for pupils - implementation of policies and strategies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
(b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
(c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
(d) employing specialist staff to support pupils with special needs or disabilities, and implementing the school's disability access plan;
(e) monitoring of welfare, with intervention and support where required;
(f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

	Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.

Date of Review – September 2025

Date of next Review – September 2030