

The Lion Works School



Equality Information and Objectives

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The Lion Works School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

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

1. 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.**

2. Roles and responsibilities

The School 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, Students and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to the School Board.

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.

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

Staff and school board members are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year by completing the Educare 'Equality and Diversity' online course.

The Senior Leadership Team regularly remain constantly mindful of equality issues and place inclusion at the centre within school based decision making.

We do not discriminate on any of the characteristics in the Equality Act 2010

- Age

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

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act(2010) [DfE: Advice for schools](#), the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages connected to a particular characteristic a person may have (e.g. students with physical disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (including provision at after school clubs)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular, protected characteristics, identifying any issues which could affect our own students

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, social, health and economic (PSHE) education, Relationships and Sex Education (RSE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of other cultures and traditions
- Holding assemblies that celebrate other faiths and traditions and diversity. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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 any potential tensions between different groups of students 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 students 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

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- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- We are an inclusive community and have some students who are questioning their sexuality or identify as part of an LGBT+ community. These students are supported to be who they feel comfortable in being. On admission, we ask for their preferred name and pronouns and all staff wear rainbow lanyards to demonstrate our acceptance and signpost that staff are allies to all students.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time, and on the same document as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To promote the awareness between children, staff and parents of the protected characteristics as set out in the Equality Act. - through an engaging PSHE/RSE/SMSC programme and throughout all aspects of the curriculum.

Why we have chosen this objective: We want our students to be well-rounded and respectful members of our school, local, national and global community. We want them to project our inclusive model through their behaviours and interactions with others.

To achieve this objective we plan to:

- Plan a robust and fulfilling PSHE/RSE Curriculum
- Create opportunities for promotion and discussion surrounding the protected characteristics across the curriculum.

Progress we are making towards this objective:

- Our PSHE/RSE curriculum covers all national curriculum criteria and dedicated lessons to both of these subjects are taught weekly.
- Protected characteristic grids, which allow teachers to signpost to the promotion of discussions surrounding these through their lessons, are visible on every scheme of work.
- Posters promoting the protected characteristics are visible in both communal and learning spaces.

Objective 2

To foster good relations between people who share a protected characteristic and those who do not.

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Why we have chosen this objective: As previously stated, we want our students to show kindness, compassion and understanding to all.

To achieve this objective we plan to:

- Ensure all staff promote healthy friendships by modelling this type of behaviour with each other.
- Record and actively challenge any incidents of prejudice-related bullying.

Progress we are making towards this objective:

- All staff model healthy, kind and caring attitudes towards each other and our pupils.
- Systems are in place to record any incidents of prejudice-based bullying.

Objective 3

To robustly challenge inappropriate language and behaviour amongst any group within the school and community; taking any opportunity to educate.

Why we have chosen this objective: As previously stated we want and expect our students to show kindness, compassion and understanding to all. If our students act or speak inappropriately, it is our duty to educate them as to the correct way to behave and treat others.

To achieve this objective we plan to:

- Make sure we have a clear 'consequences' system to deal with student use of inappropriate language or behaviour.
- Put in place learning opportunities to teach children the correct way to behave towards others, explaining how their inappropriate actions or words, could be harmful and hurtful.

Progress we are making towards this objective:

- We have a clear 'consequences' system which is displayed in all classrooms.
- The timetable creates opportunities for 1:1 discussions surrounding positive ways to treat others.

Objective 4

To build and continue to develop an environment where everybody feels safe, and safe to challenge others, where their behaviour falls short of what is expected within The Lion Works School and the wider community.

Why we have chosen this objective: It is our duty as educators to create a physical and cultural environment which puts student's safety and feelings at the forefront and that celebrates diversity every day.

To achieve this objective we plan to:

- Hold regular meetings around the topic of equality, looking at ways we can improve our provision.
- Promote kindness and tolerance of others, through our daily interactions and the celebration of a wide range of significant cultural and religious events.

Progress we are making towards this objective:

- Equality and Diversity training is a core component of induction and on-going CPD as needs are identified
- Our School Development Plan is reviewed regularly and any behavioural incidences are also logged, reviewed and monitored accordingly.
- An assembly and PSHE/RSE curriculum overview demonstrates the range of multi-cultural events we celebrate as a school.

Objective 5

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Train all members of staff and board members involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To ensure all staff have the required knowledge to lead by example.

To achieve this objective we plan to:

- Have a concise approach to staff CPD and ensure all staff are aware of their responsibilities in this regard.

Progress we are making towards this objective:

- We have a highly developed CPD overview, programme and monitoring procedures in place for all staff.

9. Monitoring arrangements

The School Board and Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the Headteacher and Senior Leadership Team at least every 4 years.

This document will be approved by the School Board at every review.

10. Links with other policies:

This policy should be read in conjunction with the following:

- Equal Opportunities Policy
- School Development Plan