Lowerhouse Junior School, Burnley

EQUALITY POLICY	
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Inspiring a lifelong love for learning

Aspiration

Integrity

Respect

Resilience

Aims Our 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

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.

Roles and responsibilities

The governing board will:

• Ensure that the equality statement 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 and updated at least once every four years

• Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher and SLT

The head teacher and SLT will:

• Promote knowledge and understanding of the equality objectives amongst staff and pupils

• Monitor success in achieving the objectives and report back to governors

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.

Advancing equality of opportunity

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

• Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

• 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 (e.g. encouraging all pupils to be involved in the full range of school societies)

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 (e.g. declines in incidents of homophobic or transphobic bullying)

• Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, citizenship and personal, social, health and economic (PSHE) education, but also activities in 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

• Holding assemblies dealing with relevant issues. Pupils 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 tensions between different groups of pupils 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 pupils 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

• We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

Equality objectives

- To ensure the school environment is as accessible as possible to pupils, staff and visitors to the school
- To provide differentiated provision to meet all pupils' learning needs including those with SEND and high achievers
- To narrow the gap between disadvantaged children and their peers
- To continue to ensure that displays and resources reflect a wide range of diversity
- To promote cultural capital through a rich range of experiences, and a focus on vocabulary development, both in and outside of school
- To ensure that all pupils are given access to a broad and balanced curriculum
- To ensure that all pupils are given the same or similar opportunities with regards to extracurricular activities
- To allow equal access of information for all parents

Monitoring arrangements

The head teacher and SLT will update the equality information we publish via school self-evaluation, at least every year.

This document will be approved by the governing board.