



Equality Information and Objectives

College Park Infant School & Lyndhurst Junior School



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1. Aims

Our schools aim to meet our obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and the 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.

The nine protected characteristics under the Equality Act 2010 are:

Age	Marriage and civil partnership	Race
Disability	Pregnancy and maternity	Religion or belief
Sex	Gender reassignment	Sexual orientation

2. 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. It complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Local Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the schools, 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 Executive Headteacher and Head of School.

The SEN Governor who has oversight of equality will:

- Meet with the designated member of staff for equality regularly and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the Local Governing Board regarding any issues.

The Executive Headteacher and Head of School will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality (our Inclusion Leader) will:

- Support the Executive Headteacher and Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet regularly with the SEN Governor who has oversight of equality to raise and discuss any issues.
- Support the Executive Headteacher and Head of School in identifying any staff training needs, and deliver training as necessary.

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 provision.

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

Staff and governors 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 regularly.

Each school has a designated member of staff for monitoring equality issues (Inclusion Leader), and our SEN Governor has oversight of equality obligations. They regularly liaise regarding any issues and make senior leaders and other governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the schools aim 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 pupils who are questioning their gender identity to use a private changing area).
- 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 clubs).

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

- Analyse the attainment data of pupils with different characteristics each academic year to determine strengths and areas for improvement, and implement actions in response to this work.
- 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.

6. Fostering good relations

Each 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 councils have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the schools' activities, such as sports teams/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 approaches.

7. Equality considerations in decision-making

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

Each 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

Each school keeps notes to show we have actively considered our equality duties and asked ourselves relevant questions. These are recorded at the same time as the risk assessment when planning school trips and activities. The notes are completed by the member of staff organising the activity and stored electronically with the completed risk assessment.

8. Equality objectives 2018 - 2019

- Improve attainment in Reading so that a higher percentage attain the expected standard at KS2, particularly vulnerable pupils who were lower than the age-related expectation on entry to infant school.
- Continue to improve the progress for pupils with SEN in Maths and improve the progress of more able pupils in receipt of the Pupil Premium (FSM Ever 6).
- Continue to ensure that we meet the needs of all staff and any disadvantages they experience are addressed.
- Promote spiritual, moral, social and cultural development and fundamental British Values through our work on equality and diversity, with all stakeholders.

9. Monitoring arrangements

The Local Governing Board will update the equality information we publish annually.

This document will be reviewed by the Resources committee of the Local Governing Board at least every 4 years.

This document will be approved by the Local Governing Board on the recommendation of the Resources and Standards Committees.

10. Links with other policies and documents

This document links to the following

- Accessibility plan
- Risk assessments



Equality and Diversity Objectives 2018 – 2022



No.	Objective	Rationale	Planned actions	Expected outcome / success criteria
1	Improve attainment in Reading so that a higher percentage attain the expected standard at KS2, particularly vulnerable pupils who were lower than the age-related expectation on entry to infant school.	Reading is a whole school priority for both Lyndhurst Junior & College Park Infant Schools. Our pupils need to develop better language & vocabulary before they can begin to use inference & deduction effectively. (see our Curriculum Statement for English)	<ul style="list-style-type: none"> • Enact our School Improvement Plan priority on Reading. • Develop the way that we reward pupils for reading at home. • Improve the use of the School Library Service & our libraries. • Hold reading events for parents. 	KS2 SATs in Reading are equal to or above national averages. KS1 Reading Teacher Assessment shows an increase on the results of 2018. (see our School Improvement Plan)
2	Continue to improve the progress for pupils with SEND in Maths & improve the progress of more able pupils in receipt of the Pupil Premium (FSM Ever 6).	We recognise that children with SEND often struggle with the abstract concepts in Mathematics. It is important that our disadvantaged pupils are supported to make better progress from their starting points.	<ul style="list-style-type: none"> • Enact our School Improvement Plan priorities on Maths. • Widen our use of resources & apparatus e.g. Numicon. • Workshops for parents. • Review Maths homework activities. 	Progress for individual SEND pupils in Maths is better than expected from their starting points. GDS Maths at KS1 & KS2 improves.
3	Continue to ensure that we meet the needs of all staff & any disadvantages they experience are addressed.	We have a strong focus on the health & well-being of all of our staff & we need to cater for their individual needs in a sympathetic & knowledgeable way so that their work is effective & valued. Our staff are our best resource.	<ul style="list-style-type: none"> • Adopt & promote the KGA Well-being strategy. • Ensure both schools have an emotional ‘first aider’. • Utilise practices e.g. risk assessments, return to work interviews, feedback, referrals, policies. • Celebrate staff achievements & successes. 	Staff questionnaires & surveys demonstrate that they feel valued & believe that the schools are well-led & managed. Adaptations are catered for in a timely manner.
4	Promote spiritual, moral, social & cultural development & fundamental British Values through our work on equality & diversity, with all stakeholders.	It is important to celebrate our diversity & respect all members of our school community so that everyone thrives & can work together in a cohesive school community, free from discrimination. Respect is a school value at Lyndhurst & College Park’s only area for improvement from the previous successful Ofsted inspection was focused on community cohesion.	<ul style="list-style-type: none"> • Continue & further develop our termly Diversity Days. • Develop relationships with other schools within & beyond the MAT. • Promote a clear definition of Anti-bullying & introduce the STOP strategy. • Introduce restorative practice. • Foster our relationship with the local community (e.g. Father Ben, Portsmouth Foodbank, local Ambassadors). 	SMSC is recognised by both internal & external monitoring to be a strength of the schools. Logs demonstrate incidents of poor behaviour / bullying / discrimination are rare & if occur are handled well. Relations with parents, neighbours & the local community are strong. KGA recognises our contribution to the MAT & wider to the King’s Group.