



Equality Duty Information & Objectives

Date of publication: 2022

This policy will be fully reviewed within 4 years (by May 2026) but progress towards targets reviewed yearly

*On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales.
This duty replaces the existing race, disability and gender equality duties.*

The 3 aims of the General Equality Duty are:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act** - by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not** - by taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not** - by encouraging people from protected groups to participate in public life, or in other activities where their participation is disproportionately low.

The nine protected characteristics/groups of equality are:

- Age (as an employer – but not applicable to pupils)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage or Civil Partnership

Guiding Principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every individual should have opportunities to achieve the highest possible standards and the best possible outcomes for the next stages of their life and education.
- Every individual should be helped to develop a sense of the personal and cultural identity that is confident and open to change, and that is receptive and respectful toward other identities.
- Every individual should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

N.B. Our organisation has less than 100 employees so some of the protected characteristics may not be directly in relation to our pupils.

Summary of Effectiveness

Lyncrest Primary School is an inclusive, supportive school where pupils thrive. Behaviour & Safety was graded as good at the time of the last Ofsted inspection (March, 2017).

Lyncrest Primary School has achieved Flagship Status from the national Inclusion Quality Mark in 2022. This involves a continuous assessment and an annual review (The latest report is available at school.)

An audit of the school in terms of equality of opportunity showed that we allow all children to thrive and monitoring shows that there is respectful ethos amongst all pupil groups.

In the most recent annual survey of parents, the vast majority said that their children are happy and feel safe, and parents agree that the school is effectively well led and managed. Our curriculum, both in school and extra-curricular, is broad and balanced to enable all children to have as many opportunities as possible to develop their cultural capital.

We have strong recording and supporting systems in place to deal with any suspected bullying, racial or other prejudice incidents and these are retained/monitored by our senior leadership team and the governing body.

Our SEN provision is strong and all pupils are integrated effectively, including those with a disability. We have good systems in place for children with different needs. Regular staff training takes place (for example from the hearing impaired team) to ensure staff are well informed and can make adjustments for pupils.

Addressing Prejudice Related Incidents

This 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 investigate them immediately and report them to all stakeholders.

Equality Duty Information - Equality

Protected Characteristics	Equality Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment & victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Age	Staff of a wide range in school. Volunteers within school are of a wide age range.	Open recruitment procedure. Recruitment training for leaders.	Community links to the school. Positive role models.

	Governing body members range in age. Safe recruitment policy.		
Disability	SEN provision mapping. External agency engagement to ensure correct practice. EHC plans regularly monitored and updated. Site accessible & disabled parking spaces in car park. Adapted toilet. Highly trained staff. Reviews.	Accessibility plan. SenCo co-ordination. Regular on-going training for staff. Use of additional needs team. Ensuring all children have opportunity to take part & make adjustments accordingly, ensuring all can participate in curriculum activities. Resources are adapted to ensure all can engage with curriculum learning.	Regular meetings with parents- encouraging their relationship with outside support groups & agencies. Celebrating differences and achievements for all through whole school assemblies and our PSHE curriculum. Values curriculum – inspirational role models including those with disabilities.
Sex	Attainment data is scrutinised to ensure there are no significant gaps between genders/actions in place to address any gaps found – shared at pupil progress meetings. Safer recruitment policy. Support equal rights and to reduce stereotypes of boys/girls from EY onwards. Staff of both genders employed. Sports clubs/clubs inclusive.	A varied curriculum to ensure that both sexes are engaged. Inclusive sports and club opportunities. Inclusive values curriculum. Role models champion both genders. Safeguarding training. Equal opportunity awareness from staff training sessions. PSHE curriculum inclusive.	Shared sports. Curricular activities aimed at all. Celebrating achievements for all. Values system. Role models of both genders. Community visitors of both genders. Encouraging family members of both genders to be involved in school events. Assemblies share inspirational role models from both genders.
Gender Reassignment	Not applicable at current time of publication but we would gather advice from the relevant agencies. Values curriculum that promotes tolerance, respect and a celebration of difference. Regular meetings with family/ check in sessions with child would take place.	Not applicable at current time of publication but we would research, gather views, get expert advice and ensure equality of opportunity.	Deal with on a case by case basis. Offer professional support or help signpost to suitable professional agencies. Provide opportunity to participate in the school community. Provide pastoral care/ nurture support to child and family.
Race	Comparative analysis of data to ensure attainment & progress in line regardless of race. Reporting arrangements in place to eliminate and report unlawful discrimination in line with the LA policy. Values curriculum celebrating diversity. Prevent Duty in place and staff receive regular training. A range of cultures celebrated through a range of resources and events.	Tracking to ensure progress at pupil progress meetings & data analysis meetings EAL interventions groups & resources available. Inclusive opportunities to all activities. Visitors form a range of cultures. Pastoral support available for parents & children. Equal opportunity employer – staff role models.	Visitors from a range of cultures. Assemblies. Values curriculum. Positive role models. Wider curriculum explores variety of cultures. Ensuring the engagement of all of the school community in celebrations days/school events.

	<p>Role models from a range of cultures. Equality statement in place for recruitment.</p>		
<p>Pregnancy & Maternity</p>	<p>Flexible time off for antenatal appointments, etc. Re-training on return to work. Continuity of care & teaching of pupils before & during maternity leave. Adjustment to hours of work to current needs with agreement such as part time using the Flexible Working Policy. Fulfilling all obligations for maternity/ paternity leave/medical and maternity appointments. Keeping in touch days offered.</p>	<p>Open discussions with regard to:</p> <ul style="list-style-type: none"> ● Maternity policy ● Return to work policy ● Overlap/ catch up with "KIT" days. 	<p>Opportunities for new parents to bring their child/ren in to visit. Invite staff to functions & productions. Keeping in touch (KIT) days. Open discussion & support provided to staff.</p>
<p>Sexual Orientation</p>	<p>Values system promotes respect for difference. Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems. Equal opportunity recruitment policy. Use of acceptable language, not tolerating the use of the word gay as a term of abuse.</p>	<p>Curriculum that promotes tolerance and respects difference. Recruitment policy that welcomes all. Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life. Positive role models. Through wider curriculum, children aware that families are different but all special.</p>	<p>Same sex partnership families are given equal opportunities to engage with school life & events. Same support for all parents and children regardless of orientation. Curriculum that promotes tolerance and respect for others. Staff choice of disclosure.</p>
<p>Religion and belief</p>	<p>Curriculum study involves a range of religions and promotes tolerance & support of all types of belief and non-belief; this includes beliefs relating to lifestyle choices (such as veganism). British Values curriculum. PSHE Curriculum. Prevent Duty in place.</p>	<p>Curriculum that promotes understanding, tolerance & support for individual beliefs / non-beliefs. Staff trained in Prevent Duty.</p>	<p>Visitors from a range of religions. Assemblies cover key events in a range of religions. Values curriculum. Positive role models from a range of religions. Recognise the right to withdraw from some non-statutory events due to religion/belief. When learning about lifestyle choices due to beliefs, ensure alternative diets and foods are discussed in balance with other views and beliefs and ensure school community understands why these decisions are made.</p>

Marriage or civil partnership	Values system promotes respect for difference. Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems.	Curriculum that promotes tolerance and respects difference. Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life. Positive role models. Through wider curriculum, children aware that families are different but all special.	Same sex partnership families are given equal opportunities to engage with school life & events. Same support for all parents and children regardless of orientation. Curriculum that promotes tolerance and respect for others. Staff choice of disclosure.
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Equality Duty Information - Engagement

Protected Characteristics	Engagement Aims of the general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment & victimisation?	How have we engaged with the protected groups to advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we engage with protected groups in order to foster good relations between people who share a protected characteristic and those who do not?
Age	The school has an ethos that values all, regardless of protected characteristic. Recruitment for staff/ governing body/ volunteers does not discriminate against age, as shown by the range of ages of those involved in the school.	We have a wide range of ages in the school community who all have equal access to community events & are welcome to get involved in the school.	Arranging community events that encourage family members of all ages.
Disability	The school has an ethos that values all, regardless of protected characteristic. Each pupils/adult need determined individually, with the right support provided for them to be successful in the school, whether it is physical support in terms of access or academic support.	Accessibility plan & individual EHPs updated, monitored & evaluated regularly to ensure accessibility & equality of opportunity, with adjustments made whenever necessary. Sen co co-ordination & regular on-going training for staff plus the use of additional needs team mean we are proactive in our approach.	Ethos of the school supports and values all pupils and encourages them to value, support and celebrate difference within each other.

		All staff involved made aware of medical/health care needs of pupils. Close liaison with parents and other professionals involved to ensure a united approach.	
Sex	Equal opportunities promoted amongst children and staff. Equal curriculum access regardless of gender. Full school commitment to equality regardless of gender across all policies.	An exciting and engaging curriculum. Inclusive sports and clubs opportunities. Inclusive values curriculum. Inclusive PSHE curriculum. Role models champion both genders. School council/pupil surveys ensure all pupils have a voice.	Shared sports. Curricular activities aimed at all. Celebrating achievements for all. Values system and PSHE Curriculum. Role models of both genders. Engagement with both genders of pupil families.
Gender reassignment	Not applicable at current time of publication but we would gather advice and support from the relevant agencies.	Not applicable at current time of publication but we would gather advice and support from the relevant agencies.	Deal with on a case by case basis. Offer professional support or help signpost to suitable professional agencies & provide opportunity to participate in the school community. Provide pastoral care/ nurture support to child and family.
Race	The school creates a culture where all individuals are valued, with assemblies that promote a range of cultural traditions. Anti-bullying and anti-racism is part of the school ethos, and these values are embodied by all – the community knows that any incidents can be reported without fear of repercussions on behalf of the informer. A clear behaviour policy ensures all groups feel safe and that any issues would be dealt with quickly.	Curriculum engages with other countries and cultures. School council/pupil surveys/ curriculum reviews ensure all pupils have a voice.	Visitors from a range of cultures. Assemblies. Values curriculum. PSHE Curriculum. Diverse curriculum developing cultural capital for all. Positive role models. Wider curriculum exploring a variety of cultures.
Pregnancy & Maternity	The school has had successful returns to work after maternity, where “KIT” days have been put in place for catch up, and a flexible working arrangement has been made for return to work.	Open discussions with regard to: <ul style="list-style-type: none"> ● Maternity policy ● Return to work policy ● Overlap/ catch up with “KIT” days to ensure that there is no disadvantage to staff. 	Keeping in touch (KIT) days. Open discussion & support provided to staff.

<p>Religion and belief</p>	<p>Curriculum study involves a range of religions and promotes tolerance & support of all types of belief and non-belief. Modern British Values curriculum. Engagement with wider religious communities. We also talk with people from a variety of religions and beliefs in order to gauge that their differences are understood and accommodated (including beliefs regarding lifestyle choices e.g. Veganism).</p>	<p>Curriculum that promotes understanding, tolerance & support for individual belief/non-beliefs.</p>	<p>Visitors from a range of religions. Positive role models from a range of religions. Ensure children who represent different beliefs and religions are given the opportunity to talk about their beliefs, lifestyle choices and religions to the school, fostering understanding and positive relations.</p>
<p>Sexual Orientation</p>	<p>Values system promotes respect for difference. Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems. Staff choice of disclosure.</p>	<p>Recruitment policy that welcomes all Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life. A wider curriculum including PSHE that develops children awareness that families are different and special.</p>	<p>Same sex partnership families are given equal opportunities to engage with school life & events. Same support for all parents and children regardless of orientation. Curriculum that promotes tolerance and respect for others.</p>

Equality Objectives & Action Plan

Objective	Which protected groups(s) will this most affect/influence	How we will know we have achieved the objective	Lead & other key people	Actions	Annual Red/Amber/Green rating
To further embed the Values curriculum into everyday school life in order to further promote universal values, the rule of law, individual liberty and mutual tolerance and respect of difference.	All	Children will demonstrate these values in school, and be able to demonstrate a deeper understanding of them through the wider school curriculum outcomes.	School Council Lead (B.R.) Head Teacher (JG) All staff & stakeholders	Ongoing through the academic year. Staff to embrace values opportunities through curriculum planning. Regular assemblies on values. Link into PSHE lessons.	Amber
To develop children's cultural capital.	All	Children will have a deeper understanding of the world around them, their place within it, and have the desire to explore it.	Head Teacher (JG) Deputy Head (SM) SLT (BR & CB) All staff & stakeholders	Ongoing through the academic year. Planning of a diverse and rich curriculum. Regular reviews and updates of the curriculum using the curriculum action plan. Assemblies. Links to PSHE lessons.	Amber

<p>To develop communication in as many ways as possible to ensure all parents and families are informed about progress and opportunities at Lyncrest Primary School.</p>	<p>All</p>	<p>Use of parent surveys to receive regular feedback.</p> <p>Regular communications through the Classroom Dojo.</p>	<p>Head Teacher (JG)</p> <p>All staff & stakeholders</p>	<p>Ensure all families attend TLCs. (Termly Learning Conferences) providing alternative timings if unable to attend during the meeting days.</p> <p>Regular updates of school life using the class Dojo and details about the curriculum.</p> <p>Opportunities for pupils to try additional wider curriculum activities provided on class story pages of the Dojo.</p> <p>Ensure website is up to date and school calendar is prominent.</p> <p>Ensure all parents feel welcome and able to communicate with staff.</p> <p>Ensure all are invited to join P.T.F.A</p>	<p>Amber</p>
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				(Parent Teachers and Friends Association.) Ensure that parent governor roles filled.	
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