

# THE WEMBLEY SCHOOLS FEDERATION

## LYON PARK PRIMARY SCHOOL

### EQUALITY INFORMATION AND OBJECTIVES



Approved  
by:

Provision & Effectiveness  
Committee

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## Contents

1. Aims .....	3
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	3
4. Eliminating discrimination .....	4
5. Advancing equality of opportunity.....	4
6. Fostering good relations .....	4
7. Equality considerations in decision-making.....	5
8. Equality objectives .....	5
9. Monitoring arrangements.....	6
10. Links with other policies.....	6

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## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

## 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](#).

## 3. Roles and responsibilities

The Governing 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, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The headteacher will:

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

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 governors are regularly reminded of their responsibilities under the Equality Act.

The Senior Leadership Team regularly liaise regarding any issues and make other staff and Governors aware of these as appropriate.

## 5. 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 that 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 staff 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

## 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, 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

## 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

## 8. Equality objectives

### Objective 1

**Train all members of staff and governors 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:

- Ensure that Safer Recruitment procedures continue to be followed and that robust systems are in place to avoid any form of discrimination at various points throughout the recruitment process.

To achieve this objective we plan to:

- Deliver CPD to relevant staff involved in Safer Recruitment.
- Review the job application forms to ensure information being asked for is relevant.

Progress we are making towards this objective:

### Objective 2

**To ensure consistent baseline assessments for children at the early stages of English in Reading and Writing.**

Why we have chosen this objective:

- We have an increasing number of children entering the school who are New to English or have English as an additional language (at the very early stages of English). It is important that these children have accurate baseline assessments so that appropriate provision can be put into place to support their learning.

To achieve this objective we plan to:

- Have clear induction processes for target children.
- Invest in appropriate CPD for staff.
- Look at appropriate interventions that can be delivered by staff.

Progress we are making towards this objective:

### Objective 3

**To narrow the gap further between boys and girls in reading and writing.**

Why we have chosen this objective:

- In most year groups, girls are outperforming boys for reading and writing.

To achieve this objective we plan to:

Progress we are making towards this objective:

- Look at strategies to specifically target boys; how to hook them in.
- Carry out pupil interviews to find out about their attitudes to learning and for their input into the curriculum.
- Review reading materials being used to ensure they are relevant and interesting.

#### **Objective 4**

**Ensure that Black Caribbean boys attain well and in line with national for reading, writing and mathematics.**

Why we have chosen this objective:

- This group of children tend to underperform in comparisons to other groups.

To achieve this objective we plan to:

- Participate in the BCRB Brent Initiative.
- Champion teacher within the school to produce an action plan to raise attainment.
- Review provision for target group across the curriculum.

Progress we are making towards this objective:

### **9. Monitoring arrangements**

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Governing Board at least every 4 years.

This document will be approved by the Governing Board.

### **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Staff Code of Conduct
- Safeguarding Policy