



## Rainford Brook Lodge Primary School

### Equality information and objectives policy

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Position	HT	Date	26.11.24
Governor ratification			
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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

Our school aims to promote respect for difference and diversity in accordance with our values:

At Rainford Brook Lodge, we want our children to be MAGIC children: Motivated, Aspirational, Growing in Independence and Confidence. As a staff we aim to ‘cater for every child’s needs every day’ and ensure that children are safe, feel safe and are happy.

Our values and ethos apply to ALL pupils and families equally.

As a member of the Everyone Matters Trust the ethos of Everyone Matters; Everyone Helps; Everyone Succeeds notes Everyone as being involved and succeeding

### 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](#).

This document also complies with our funding agreement and articles of association.

### 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 reminded of their responsibilities under the Equality Act – for example, during meetings or in terms of tasks e.g. collecting data about certain protected characteristics eg gender or disability.

## 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 attitudes to LGBTQ+ that may impact on other pupils or staff)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times if required)
- › 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 data referenced above 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 language)
- › 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.

- RE – we follow the Lancashire Agreed Syllabus for RE which is a programme of study that threads different strands of knowledge skills and understanding across themes comparing major religions
- PSHE – We follow advice from the PSHE Association when promoting relationships
- English – We use the No Outsiders Programme as part of our reading spine to ensure children are exposed to literature reflecting different family structures and relationships
- Music – Children are taught about music from various times, places and cultures
- Art – Children are taught about Art from various times, places and cultures
- History – our choice to study Baghdad in AD900 reflects our intention to educate children about the positive beneficial influences that Islam has brought to this country. Our choice to study slavery gives children both a factual account of history in Liverpool’s ‘development’ but also moral questions

- › Holding assemblies dealing with relevant issues. Assemblies are planned around various themes including major religious festivals; Anti bullying and Online Safety; Fair play; How rules are made - monarchy, parliament and school councils as well as British Values
- › Trips – Each year group organises a trip to a different place of worship
- › Working with our local community. This includes inviting leader of local Parish church to speak at assemblies, and involving ourselves with community events around the local community such as Walking Day. Working with the High school on various promotional days: from meeting an MP, to working on Anti-Bullying and the promotion of girls in Sport.
- › 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.

## 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:

- › If residential, whether dietary requirements of a religious nature can be catered for
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

## 8. Equality objectives

### Objective 1

*to improve assessment and inclusion of children with SEN who are working significantly below their peers*

#### Why we have chosen this objective:

- Previous assessments too crude in that always predicted that they would be below expected and no targets assessed other than on SEN plan
- Children with SEN have not always had as much access to the curriculum in some subjects and teacher input has sometimes been less than it could be in terms of planning for differentiation and time spent with the child(ren); sometimes relying too heavily on TA

### **To achieve this objective we plan to:**

- Ensure staff have a clear understanding of what 'inclusion' means
- Use a suitable bespoke assessment tool to track (in small steps) the progress of children who are significantly behind their peers
- Ensure the working relationship between TAs and teachers is such that differentiated planning; suitable scaffolding and finding the suitable balance between increasing the child's independence and giving them enough support is found
- Some hours of TAs may need to change to give time for planning with the teacher where possible
- Training/Research fed back from senior leaders to staff on the best and most effective use of LSAs in the classroom and particularly for children with SEN
- SENDco to track progress of children accessing BSquared

### **Progress we are making towards this objective:**

LSAs now encouraged to be more inclusive in terms of working to allow as much time within the classroom and accessing the curriculum as possible

Purchase of BSquared (bespoke assessment programme). All children significantly behind have been baselined and progress is being tracked. This is informing planning in English and Maths

All chn making progress – not consistent but progress is there.

Children not taking chronological aged assessments are being recorded separately – better tracking over year will be required.

All TA staff now familiar with BSquared

## **Objective 2**

*Ensure British Values are prevalent throughout the curriculum and planning shows that they are fully embedded.*

Why we have chosen this objective:

- To evidence existing good practice and to identify potential gaps

### **To achieve this objective we plan to:**

- Integrate British Values into the curriculum to make it easier to monitor
- Ensure assemblies are planned which reflect British values
- 'British Values' to be a non-negotiable element of monitoring by subject leaders
- End of year evaluations to include the extent to which British Values are evident within the subject
- Ensure events such as 'Red Nose Day' which are not formally part of the curriculum are seen as opportunities

**Progress we are making towards this objective:** Staff have looked at opportunities to integrate into the curriculum – monitoring now needs to take place to ensure that these have been planned and taught at a more granular level. Changes to PSE and RSE in both curriculum content and embedding of that content particularly with RSE and aspects of online safety have been developed and monitoring by relevant subject leaders and govts found children were being given the opportunities identified in their subject areas.

The return of whole school assemblies has meant it is easier to accommodate some of the themes for children to reflect the values.

An emphasis on children's own views in RE is allowing for more pupil voice and reflections on aspects of society and values that although religious in objectives, may have wider implications for both the child, and society at large.

British values are in the long-term plan

Monitoring and Evaluation not yet in place – start next academic year

Opportunities taken eg Visit by MP to school councillors; Y6 visit to Parish Council; Class trips to various places of worship; Slavery taught as a topic in History to include a moral part to it for children to explore; positive promotion of Islam aside from RE in History with the decision to study Baghdad AD900

### **Objective 3**

*Continue to ensure that suitable training is available for the teaching of pupils with visual impairment.*

Why we have chosen this objective:

- To successfully adapt a curriculum for a pupil with a visual impairment

To achieve this objective we plan to:

- Work closely with the VI team to access training and support
- Work closely with the VI team to access relevant resources
- Ensure key transition points are discussed in advance to ensure training of new staff involved is adequate
- Ensure transition to secondary school is done with full awareness from all parties as to needs and any training; resources and other accommodations required

#### **Progress we are making towards this objective:**

Child has now left and so will update to include a new objective once we have analysed data from current cohort

## **9. Monitoring arrangements**

The will update the equality information we publish, at least every year.

This document will be reviewed by at least every 4 years (and monitoring of the objectives will take place annually).

This document will be approved by the Local Governing Board

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

This document links to the following policies:

- › Accessibility plan
- › Risk assessments
- › SEND policy
- › Behaviour for Learning Policy
- › Anti-Bullying Policy