

Long Marston VA C of E Primary School

Equality & Diversity Statement and Development Objectives

2024 – 2027

1. 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 2012
- 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 Body will:

- Ensure that the equality information and objectives as set out in this document are published and communicated through 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 Equality Link Governor is Jackie Kelly. She will:

- Meet with the designated member of staff for equality every year, and other relevant members of staff, to discuss this document's aims and how these are being addressed
- Ensure they are familiar with all the relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Full Governing Body regarding their findings.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to Governors
 - Meet with the Equality Link Governor to raise and discuss any issues

The INCO will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Support the Headteacher in identifying any staff training needs, and deliver the training as necessary.
- Attend county training to ensure she remains up to date with current legislation and changes.
- Monitor progress for vulnerable groups and support teachers to eliminate barriers to learning.

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, for example during meetings.

The school has a designated member of staff for monitoring equality issues, and has an Equality Link Governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Children are taught about celebrating difference through our PSHE scheme of work, Jigsaw.

5. Advancing Equality of Opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students 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)

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

- Encourage 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 and societies)
- Share information on bullying with governors and ensure any incident is noted and swiftly acted upon (e.g. declines in incidents of homophobic or transphobic bullying)

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, students will be introduced to literature from a range of cultures
- Holding collective worship dealing with relevant issues. Pupils will be encouraged to contribute to such worship 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 collective worships, 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 such as Stonewall who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality Consideration 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 a disability
- Has equivalent facilities for all genders

8. Equality Objectives

Objective 1 – Embedding Diversity into the Long Marston Curriculum

Why we have chosen this objective:

- Our school, and the local community, has little racial diversity. Pupils should be exposed to varied representations of all people. We want all children to have access to ‘Window and Mirrors’. Windows showing them other peoples’ experience and Mirrors to reflect their own lives
- We want our pupils to be understanding of each other and to embrace each other’s differences

To achieve this objective, we plan to:

- Protected groups to be represented in texts pupils read
- Celebrate diversity through our annual Equality and Diversity Week
- Celebrate events with a specific focus on diversity in school such as Show Racism the Red Card and Black History Month.
 - Raise the profile of children with specific learning difficulties (such as ASD, ADHD, Anxiety and Down’s Syndrome)
 - Weave diversity through our curriculum, starting in the Early years.
- Offer regular diversity training

Progress we are making towards this objective:

Autumn 2024 – Our curriculum has been rewritten and diversity is represented throughout. Early Years has the thread of ‘Diversity’ woven through it. Equality and Diversity week runs annually and we celebrate key dates for those with learning disabilities. Children are invited to present about their condition or it is led by senior leaders.

Objective 2 – Ensure the successful integration and support of refugee children from Ukraine

Why we have chosen this objective:

- We believe that these children may have undergone significant trauma in their lives and we wish to welcome them and provide a supportive and nurturing environment in which they can

thrive and learn

To achieve this objective, we plan to:

- Put support plans in place for these children
- Purchase support materials such as Learning Village to help them develop their verbal language skills
- Provide support for their emotional and mental wellbeing
- Modify the curriculum to support their needs
- Prepare the wider staff and students to help understand the experiences and needs of refugee children

Progress we are making towards this objective:

Review Autumn 2024 – we have 1 Ukrainian child who we have welcomed into school. This will be discussed with the Equality Governor as we do not wish to identify them.

Progress we are making towards this objective:

Review will take place in Autumn 2024

Cover sheets are in place for any cover teacher so they know children's needs at a glance

Objective 3 – To ensure best provision for all our SEND children but particularly those with a diagnosis of ASD

Why we have chosen this objective:

- The largest group of SEN student in our school have Autism
- To provide support to those children who may be view the world differently
- To celebrate and ensure that access to opportunities are available to all by taking into account children's differences.

To achieve this objective, we plan to:

- Update all staff with training from level 2 Autism awareness training webinar for all.
- Specific support re anxiety through wellbeing interventions
- Ensure children's plans are targeted to helping them access the learning and reasonable adjustments are made.
- Provide a bespoke educational offer for students whose mental welfare makes normal attendance difficult

- Continue to support staff with mental health training updates
- Access counselling/therapy through approved providers / refer to pupil or family support workers
- Signpost families to therapeutic support
- Employ an educational psychologists so we can ensure children's needs are identified quickly, where the local offer provision is not able to.
- Ensure supply staff are always informed of SEND needs when teaching a class
- Support pupils on reduced timetables with effective home learning

Progress we are making towards this objective:

Review Autumn 2024

All staff have taken part in Level 2 Autism awareness training

All supply staff are given information about all children in the class they are teaching

Referrals to support services are swift and meet the needs of families and children

We have seen an increase in children with EHCPs for Autism and need to review our offer to ensure their needs are being met where a specialist level of support is required.