

# LANNER PRIMARY SCHOOL

## Equality Information

(How we meet our Public Sector Equality Duty)

**Approved by:** Board of Trustees

**Date:** 15th February 2019

**Next review due by:** Spring 2020



## 1. Aims

Crofty Multi Academy Trust (including each of the schools within it) aim to meet their 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 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/ Multi Academy Trusts 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 and complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The local governing body of each school 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, 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 headteacher

The headteacher of each 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

All Multi Academy staff (school or centrally based) are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

All employees, trustees and local governing bodies within Crofty MAT are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

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

Staff, governors and trustees 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 annually.

Each school has a designated member of staff for monitoring equality issues who is responsible for ensuring that governors on the local governing body are aware of these as appropriate. The CEO is the person with overall responsibility across the MAT, including monitoring within the central team.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, all employees, trustees and local governing bodies within the MAT 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 Muslim pupils 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 extra-curricular activities)

In fulfilling this aspect of the duty, each 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

Crofty Multi Academy Trust 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

Crofty staff ensure they have due regard to equality considerations whenever significant decisions are made.

Each school always considers the impact of significant decisions on particular groups children and adults, including staff). 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as

the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

## **8. Equality objectives**

Each Crofty school is responsible for publishing their own, individual objectives. These will be available on individual school websites and reviewed annually.

## **9. Monitoring arrangements**

The board of trustees will monitor that the TRust's schools are fulfilling their duties, the management of this has been delegated to the CEO.

The local governing body will review and update the equality objectives annually, publishing them on the school website.

This document will be reviewed and approved by the board of trustees annually.