



Lowercroft Primary School

Equality information and objectives

*(This policy applies to all school information, including the Before and After School Club
ERICC's)*

Approved by:	Full Governing Body (FPP)
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Contents

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

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 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

Protective characteristics are:

sex • race • disability • religion or belief • sexual orientation • gender reassignment • pregnancy or maternity

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

- Nominate a governor (Rebecca Hart) to meet with the designated member of staff for equality (Headteacher) every year and other relevant staff members, to discuss any issues and how these are being addressed and report back to the full governing board.
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The headteacher 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 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

Lowercroft Primary 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. 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 every September.

The school has a designated member of staff (headteacher) for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBT 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 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 extra-curricular activities)

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

- Publish attainment and progress data annually for all protected characteristic groups, including detailed analysis for SEND, disadvantaged pupils, EAL, and other relevant groups.
- Use this data to identify achievement gaps and implement targeted actions, which will be reviewed and reported to governors and shared with parents to promote transparency and community engagement.

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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (on EVOLVE) 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 electronically with the completed risk assessment.

Consideration is also given to religious holidays before booking educational visits.

8. Equality objectives

Objective 1

To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity.

Objective 2

To promote and monitor the involvement of all groups of pupils in extra-curricular clubs, especially pupils with special educational needs and disabilities.

Objective 3

To narrow the gaps in attainment between pupils where they exist paying particular attention to genderⁱ, disability, disadvantage and heritage (where the group size allows).

Objective 4

Improve the participation and engagement of different groups of parents and communities.

Objective 5

To challenge gender stereo-typing.

Objective 6

To improve accessibility and inclusion for pupils with EAL and those from diverse cultural backgrounds, ensuring equitable access to the curriculum and school life.

9. Monitoring arrangements

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

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

This document will be approved by the FPP.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Staff recruitment procedures
- SEND Policy

ⁱ Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time. (Source: WHO – World Health Organisation)