

LONG FURLONG PRIMARY SCHOOL

MEETING THE AIMS OF THE EQUALITY ACT : 2019/2020

Governing bodies of maintained schools are required to draw up and publish equality objectives every four years, and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty (PSED).

All those who interact with the school and its representatives in regard to official school business are protected under the terms of the Equality Act 2010; this includes pupils, parents/carers, staff, governors, contractors and visitors to the school. Under the terms of the Act, the following are 'protected characteristics', and the school may not – and does not - discriminate against any individual, or group of people, on the grounds of any of the following, or a combination of them:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including racial groups that are made up of two or more distinct groups, eg Black Britons, Irish Travellers)
- religion or belief
- sex
- sexual orientation

A person (A) directly or indirectly discriminates against another (B) if, because of a protected characteristic (or a combination of protected characteristics), A treats B less favourably than A treats or would treat others.

The Act places a duty on schools to make 'reasonable adjustments' to allow disabled users of the school to access it.

At Long Furlong, we have an Equalities Plan and Objectives, which are published under the "Policies" tab on the school website. We meet the more specific parts of the Act which apply to schools in the following ways:

- Admissions to school – these are carried out on the school's behalf by Oxfordshire County Council, and do not discriminate against any group or groups.

During the year we have focused upon the 3 aims of the Equalities Duty in the following ways:

1. Advance Equality of Opportunity

Termly pupil progress meetings and a detailed analysis of the annual pupil performance information (end of year), ensure careful monitoring of the different groups of pupils although the groups may be too small to be statistically significant. Teaching, including interventions where appropriate, can then be focused to enable the pupils to make as much progress as they can.

The headteacher and SENCo have met with parents of prospective pupils to determine their needs and the best ways we can provide support (including deferred entry to reception class).

2. Eliminate Discrimination

Pupils have volunteered to be anti-bullying ambassadors, but training has been delayed due to the impact of Covid19. However, staff continue to provide support and develop approaches based upon understanding pupils needs (e.g. training for staff in supporting pupils with autism, or who have experienced trauma).

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Our PSHE and values continue to address prejudice and stereotyping, for example, through stories. When we are informed of prejudice, swift action is taken to support the victim, as well as educate and support the perpetrators, alongside any necessary sanctions and repairing of relationships.

3. Foster good relations

Some members of different groups have engaged with the school, mainly through sharing cultural experiences in the Early Years and celebrating the different languages spoken in our school (currently 20 languages have been self-reported as being spoken at home). The RSE consultation meeting was well attended by parents.

This aim has been impacted by the Covid19 pandemic, but we have sought ways to remain connected using technology.

Vision and Values. These are fundamental to ensuring our school community supports all members of our community to “thrive because they feel cared-for, understood, and valued” and they are able to “care for each other”. Planning for collective worship is based (not solely) upon the Values with a different focus each week; the Collective Worship Coordinator also highlights particular events or feasts and festivals that it may be appropriate to raise with children (e.g. Chinese New Year, Holi).

Relationships and Sex Education, and PSHE: We were an early adopter of the new RSE policy, and consulted with staff, pupils and parents to develop RSE and PSHE policies and programmes of study. Some of the delivery has had to be adapted in light of the Covid19 lockdowns.

We have a series of policies and procedures in place to support us to ensure members of the school community do not become victims of unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010. These include:

- Behaviour policy and Anti-bullying policy
- Safeguarding policy
- Recruitment policy
- PSHE Policy
- SEND Policy
- RE Policy

Governors receive regular feedback via Head's Reports that the school has not discriminated against any pupils:

- (a) in the way we provide education for the pupil
- (b) in the way we afford the pupil access to a benefit, facility or service
- (c) by not providing education for the pupil
- (d) by not affording the pupil access to a benefit, facility or service
- (e) by excluding the pupil from the school
- (f) by subjecting the pupil to any other detriment

The details of the Act can be found at:

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf