

LONG FURLONG PRIMARY SCHOOL

MEETING THE AIMS OF THE EQUALITY ACT: 2022/2023

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 is 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 three aims of the Equalities Duty by
 - *Establishing, maintaining and developing a positive school culture and ethos*
 - *Preventing and dealing effectively with bullying and harassment*
 - *Listening to children, staff, parents and others*
 - *Equalizing opportunities*
 - *Informing and involving parents and carers*
 - *Welcoming new children and helping them to settle in effectively*
 - *Addressing the full range of learning needs*
 - *Supporting learners with particular needs*
 - *Ensuring fair and equal treatment for staff and others*
 - *Ensuring fair and equal treatment for pupils*
 - *Encourage participation of under-represented groups*

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 each pupil to make as much progress as they can.

Pupils with additional needs have been supported financially, by staff and adjustments to programmes, to enable them to access opportunities such as residentials and trips. The headteacher and SENCo have met with parents of prospective pupils to determine their needs and the best ways we can provide support such as deferred entry to the reception class or liaising with agencies and providing the resources to support pupils with hearing loss.

Pupils who are in receipt of pupil premium have been supported since the Covid pandemic with vouchers for their families, and the provision of resources including IT devices (such as the “robot” on loan from the hospital school), and by making regular contact during periods when they could attend but remained at home.

Our school uniform is detailed on our website and the information shared with parents; we signpost to less expensive branded items, have kept it suitable for all children to wear and our PTA organise sales of pre-worn items.

The curriculum planning includes reference to figures, groups and events that reflect the different protected characteristics and groups as much as possible (without being tokenistic) but this is still being developed.

2. Eliminate Discrimination

Pupils have volunteered to be anti-bullying ambassadors and we continue to develop the understanding of what bullying is and strategies to reduce it.

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).

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

Safer recruitment measures are adhered to, to eliminate discrimination when making appointments.

When purchasing new books and resources, staff consider the different characteristics and groups to ensure pupils are exposed to material, issues, ideas, and thoughts and reduce indirect discrimination.

3. Foster good relations

In previous years, some members of different groups have engaged with the school, mainly through sharing cultural experiences and celebrating the different languages spoken in our school (currently 20 languages have been self-reported as being spoken at home). Although measures to manage Covid reduced these opportunities, it is planned to reintroduce them. Italian lessons have been provided through a partnership with the Italian Consulate. The RSE consultation with staff, parents and pupils led to a policy and curriculum which is coherent, ensures progression and addresses equality and diversity.

Pupil Voice is mainly through the School Council who meet regularly to plan events and activities and to hear their views.

Opportunities to show the school to prospective parents that evolved during the pandemic have continued. For example, open days held at the weekend and evenings, with pupils being ambassadors and a virtual tour on the website.

Governors and staff have sought ways to remain connected using technology for meeting with parents, and the current School Development Plan includes a strand to develop relationships and engagement with parents.

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. Lunar New Year, Holi).

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