



EQUALITY INFORMATION AND OBJECTIVES

ADOPTED – February 2019

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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

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, students 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 equality link governor is Bill Robinson. They will:

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- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- Meet with the equality link governor at least every 6 months to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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. 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 for monitoring equality issues, and an equality link governor. 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. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

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

- Publish attainment data each academic year showing how students 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 students

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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 assemblies dealing with relevant issues. Students 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 students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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:

- Cuts across any religious holidays
- Is accessible to all of our students who have disabilities
- Has equivalent facilities for boys and girls

When planning a trip and/or residential, the trip leaders write a Standard Operation procedure (SOP) which is our risk assessment for every trip and/or residential which states how the students will be supported to access the trip and the intended learning. This demonstrates we have actively considered our equality duties and asked ourselves relevant questions about how to make the experience equal to all participating regardless of need. The record is completed by the member of staff organising the activity and is stored electronically in Evolve. All trips must be checked and agreed by the Headteacher before they can go ahead.

8. Equality objectives

Objective 1: *Have in place a reasonable adjustment agreement for all staff with disabilities by July 2019, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: This is a current situation for the school and have needed to put in place reasonable adjustments during this academic year. Currently the agreements are linked to the 'managing absence and sickness' policy as the disabilities are emerging/new and have impacted on attendance up to this point. A reasonable adjustment agreement would be a positive document.

To achieve this objective we plan to: Prepare an overview for Governors for June to demonstrate the current context and the need for the school to put in place a reasonable adjustment agreement

Progress we are making towards this objective: Whilst reasonable adjustments have been put in place as described previously, the overview for Governors has yet to be started. This overview will begin to be written at the mid-way point of the academic year. A Reasonable Adjustment Agreement will be prepared for Governors for July 2019.

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Objective 2: *To train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

Why we have chosen this objective: We are a new leadership team with a number of members of the team with little or no recruitment experience of recruitment. We also have become 'Disability Confident Committed' employers during the last year.

To achieve this objective we plan to: Provide opportunities to attend 'safer recruitment' training.

To share the criteria for Disability Confident Committed' in an SLT meeting by the end of the academic year.

Progress we are making towards this objective: Seeking 'safer recruitment training' for members of SLT who have not received training. The school has applied for and been successful in becoming "Disability Confident Committed' for another year (Jan 2019- Jan 2020).

Objective 3: *To train all staff to understand the impact of significant Speech, Language and Communication Needs (SLCN) to ensure that they are not disadvantaged in accessing the curriculum by the teaching approaches and strategies used.*

Why we have chosen this objective: All of our students at Lampard have significant Speech, Language and Communication Needs (SLCN) and staff have identified this as a gap in their expertise and understanding in a skills audit in 2018.

To achieve this objective we plan to: To audit our current SLCN provision and staff expertise and understanding in more detail.

An action plan to be written to address the gaps in provision and understanding identified in the SLCN audit.

The outcomes of the action plan to an objective in the 2019-20 SDP.

Progress we are making towards this objective: A staff skills audit carried out in 2018 identifying SLCN as an area of development. Training on 'blank level assessment' carried out in Autumn Term 2019.

Objective 4: *To increase the size of the Upper School classrooms to ensure that those Upper School students with significant sensory needs are not disadvantaged due to the size of the current classrooms by September 2020.*

Why we have chosen this objective: Our students all have a sensory profile and whilst they manage well with the Upper School environment, those students with a significant sensory profile need to be carefully considered in terms of classroom base and regular opportunities for sensory regulation work as the environment can become too overwhelming; we have seen worrying episodes of dysregulation as a result.

To achieve this objective we plan: For an architect to provide a drawing of planned remodeling of two classrooms. To seek three quotes. To determine what capital spend is available for the works and to seek further advice and support for the project from the Local authority. During the summer holidays of 2020 to remodel two of the Upper School classrooms to increase their size.

Progress we are making towards this objective: A planned development proposal given to the Local Authority in November 2018 to consider, which was chosen as a priority capital project. Governors informed of planned development and outcome of the proposal i.e. not prioritized.

Objective 5: *To increase the hard surface area and usable equipment of the Junior Playground to ensure that no student with difficulties with social communication and managing anxieties around a busy environment are not disadvantaged due to the limited space our students have to play.*

Why we have chosen this objective: Behaviour data suggest that over a third of all incidents last year took place in the playground. SLT discussed the need to increase usable play space on the junior playground and the school council have been asked to report on their class' views on the junior playground and ways how to improve the space.

To achieve this objective we plan to: Take the expansion proposal to Governors January 2019. To send the proposal to the local Authority to consider as a shared project. To seek quotes and to write bids to charitable trusts to firstly increase the usable hard space of the junior playground but also to add sensory equipment to help students to regulate.

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Progress we are making towards this objective: Extended Leader is the lead on a SDP objective to drive the project forward. She has researched government publications on how to improve outside spaces. At an SLT meeting she presented the concept of 'zoning'. She has worked closely with the Premises Manager to seek quotes and to ensure all equipment in the space is fit for purpose and safe. The School Development Support has met with the Headteacher to begin writing bids for support in extending the usable hard space for September 2019. SLT have met with PentagonPlay who will provide a design for the whole playground that can be approached in sections or as a whole project.

9. Monitoring arrangements

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

This document will be reviewed by Lampard Community's Board of Governors at least every 4 years.

This document will be approved by Lampard Community's Board of Governors

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- 2018-2021 Three Year strategic Document
- 2018-19 School Development Plan.