



**LEIGH**  
Academies Trust

## Leigh Stationers' Primary Academy Equality Objectives 2024/25

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### Revision Log

<b>Date</b>	<b>Version No</b>	<b>Brief detail of change</b>
23/11/2023	2	Objectives updated.

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## Equality Information and Objectives

### 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.

### 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, 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.
- Expect all school staff 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. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually. They regularly liaise regarding any issues and make senior leaders 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 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 clubs)

In fulfilling this aspect of the duty, the 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.

## **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:

- Embedding the learner profile attributes and approaches to learning, so that the learning community envisions, creates, articulates, and models a culture of international-mindedness.

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum (e.g. as part of teaching and learning in English, 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.
- 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 promote and celebrate knowledge and understanding of different cultures (e.g. Internationally Minded assemblies)
- All pupils are encouraged to participate in all the school's activities, such as sports clubs.

## **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 (e.g. when a school trip is planned, the school considers whether it is accessible to all pupils).

## 8. Equality Objectives

Objective	Reasoning	Action	Monitoring
All staff to be confident in relation to Prevent.	This is an issue which is a specific safeguarding concern for our local borough.	<ul style="list-style-type: none"> <li>• DSL to enable all staff to complete Prevent and Channel training.</li> <li>• Regular staff meetings to ensure staff know when and how to share concerns.</li> </ul>	Assessments are passed after training.
For 100% of Non-SEN pupil premium children to leave Leigh Stationers' Primary Academy 'secondary ready' based on teacher assessment in English and maths.	To improve the achievement of pupils from low income and disadvantaged families.	<ul style="list-style-type: none"> <li>• Track children carefully</li> <li>• Plan effective quality first teaching</li> <li>• Provide interventions/resources</li> </ul>	Pupils receive 1-1-tuition and regularly assessed.
By the end of the school year 2024/25  Ensure all children with SEN make good progress given their starting points and that this can be evidenced through data, workbooks, etc.	This objective correlates to: the Leigh Stationers' Primary Academy Performance Agreement.	<ul style="list-style-type: none"> <li>• Tracking of different groups through in-year achievement data and outcomes of summative assessments each term.</li> <li>• Review progress through the regular modular reviews and the next steps agreed upon at pupil progress meetings.</li> <li>• Plan and deliver interventions to address gaps in learning as identified through ongoing assessment and personalised plans.</li> <li>• EHCPs will be reviewed annually and targets on their provision plans evaluated and discussed with parents at least three times each year.</li> </ul>	The APA is reviewed by the Principal, Academy Director and Governors.

## 9. Monitoring arrangements

The Principal will update the equality information annually. This document will be reviewed by the governing board at least every 4 years. This document will be approved by the governing board

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment documents