

Lyndhurst Junior School (Academy)

Statement for Equality Objectives

About the Equality Act 2010:-

The Equality Act 2010 replaced the existing three duties (race, disability, and gender) with a single public sector equality duty (PSED) that covers all seven characteristics.

The DfE has published advice for school leaders which explains that:

This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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

What the Equality Act 2010 means for our school

Since 2012 public bodies, including Lyndhurst Junior School, are required to publish at least one equality objective, and these should be updated annually.

The DfE explains that it is not necessary to publish objectives for each characteristic.

Our school is free to choose the equality objectives that best suit our individual circumstances and contribute to the welfare of the pupils and the school community.

These objectives might arise out of the following situations:

- Analysis Lyndhurst Junior School has carried out on published data or information
- Where we have identified an area for potential improvement on equalities
- In anticipation of a change in local circumstances.

Publication of information in future years will include evidence of the steps being taken and the progress made towards meeting the equality objectives that our school has already set itself

Specific and measurable objectives for our school

Our Equality Objectives aim to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment or involvement, or else about fostering good relations.

Further, equality objectives will be related to issues highlighted in the information which Lyndhurst Junior School publishes to demonstrate compliance with the public sector equality duty (PSED).

Example Objectives:-

1) Narrowing gaps in attainment or involvement

☞ To narrow the gaps in English at KS1 and KS2 between boys and girls, and between pupils for whom English is an additional language and other pupils.

☞ To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children throughout the school.

- ☞ To narrow the gaps in mathematics and science between children of certain specific minority ethnic backgrounds and other children at key stage 2.
- ☞ To narrow the gap in participation in the public life of the school between disabled pupils (including learning-disabled pupils) and other pupils.
- ☞ To narrow the gap in maths between boys and girls at the end of key stage 2.

2) Fostering good relations

- ☞ To reduce the incidence of prejudice-related bullying, hostility and suspicion, particularly in relation to homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.
- ☞ To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.
- ☞ To promote spiritual, moral, social and cultural development through the teaching of English and literacy, with particular reference to issues of equality and diversity.

Questions when considering and deciding on our objectives.

1. Background

Why have we chosen this objective? For example, what relevant data do we have?

2. Procedure:

What in practice are we actually going to do?

3. Responsibility

Who will be responsible for ensuring the objective is pursued and achieved?

4. Measurable success indicators

What will count as relevant and measurable evidence that we are succeeding, or have succeeded?

5. Timings

By when do we expect to see signs of progress or success?

6. Expense

How much are we budgeting, and on what items of expenditure in particular?

7. Resistance

Who may oppose or be lukewarm? How shall we respond to them?

8. Problems

What problems or difficulties may arise, and how shall we deal with them?

9. Learning from others

What plans do we have for finding out what has worked well elsewhere?

10. Engagement

Who have we consulted when deciding on this objective?

Equality Objectives 2016-2017

- 1)** Continue to improve attainment in maths so that a higher percentage achieve expected progress, particularly pupils at 2c on entry
- 2)** Continue to improve the progress for SEN pupils in maths and improve the progress for more able Pupil Premium pupils
- 3)** Continue to close the gap for pupil premium pupils
- 4)** To promote spiritual, moral, social and cultural development and British values through our Learning Journeys with particular reference to issues of equality and diversity.