



The Lakes School

Equality Information and Objectives Statement

Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Be Inspired. Feel Challenged. Become Empowered.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Socially adept, demonstrating the core qualities of kindness, tolerance and respect.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities and assemblies for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

The Legal Context

The 3 equality duties have been replaced by a Public Sector Equality Duty (PSED).

This PSED came into effect in April 2011 and all 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.

The Equality Act also places two specific duties on public bodies.

The two specific duties require schools to:

- Publish information to demonstrate how they are complying with the Public Sector Equality Duty.
- Prepare and publish equality objectives.

Leadership, Management and Governance

The Lakes School is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution.
- Working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

The Governing Body

It is the Governing Body's responsibility to:

- Ensure that the school complies with equality legislation.
- Meet requirements to publish equality schemes.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans.
- Scrutinize the recording and reporting procedures at least annually.
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups.
- Monitor attendance and take appropriate action where necessary.
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body.
- Provide information in appropriate, accessible formats.
- Be involved in dealing with serious breaches of the policy.
- Be pro-active in recruiting high-quality applicants from under-represented groups.

The Headteacher

It is the Headteacher's responsibility to:

- Implement the policy and its strategies and procedures.
- Ensure that all staff receive appropriate and relevant continuous professional development.
- Actively challenge and take appropriate action in any cases of discriminatory practice.
- Deal with any reported incidents of harassment or bullying in line with LA guidance.
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy.
- Produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying.
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences.
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture.
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society.
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Closing statement

- The Lakes School is committed to being an inclusive school where prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.
- The school's Equality Information and Objectives Policy, Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy further outline the school's policies regarding equality.

Equality Objectives

Objective	Action	Responsible, time frames, resources	Success measure	Progress
<p>To close gaps in attendance and achievement for all groups of pupils: boys and girls, disadvantaged pupils, pupils with SEND, looked after children and pupils from different heritage groups including white British boys</p> <p>(although outcomes for disadvantaged pupils remain strong for the school it is important to continue to monitor this group)</p>	<p>Deliver a powerful, broad, knowledge-rich curriculum for all</p> <p>Whole school focus on literacy</p> <p>Track and monitor the performance of minority groups to ensure that all pupils achieve in line with their ability based on their prior attainment at Key Stage 2 alongside assessment point data. Analyse alongside data held at local and national level.</p> <p>Analyse data of minority groups and identify gaps in underachievement.</p> <p>Specific support to be put in place for pupils underachieving e.g., mentors, afterschool study skill support, subject specific support, parental meetings</p> <p>Identify measures to help reduce exclusions amongst the</p>	<p>JBa – Teaching and Learning Hub</p> <p>New Lead for data analysis in place.</p> <p>CWe (Student Development Team Co-Ordinator) - Waves of intervention programme in place by Sept 2025</p>	<p>CPD programme in place which has a focus on literacy and adaptive practices.</p> <p>Improvement in progress of identified 'underperforming' groups.</p> <p>Programme of short-term interventions in place for identified pupils with impact measured.</p>	<p>P8 for disadvantaged pupils was -0.01 in 2023 and +0.06 in 2024</p> <p>P8 for SEN pupils was -0.2 in 2023 and -0.5 in 2024</p>

	<p>group of pupils e.g., Learning mentors, workshops,</p> <p>Review AP (Alternative Provision) provision with SLF and LA colleagues</p> <p>Continue to improve the system for regularly monitoring attendance. Work with LA and families to overcome barriers to attendance. Refer to other agencies, where appropriate</p>	<p>GFr/PGa - Attendance programme in place by Sept 2025</p> <p>New Lead Practitioner for Behaviour Coaching</p>	<p>Exclusions decrease in line with baselines and there is no group that features disproportionately without clear justification for exclusions.</p> <p>Reduction in suspensions for minority groups</p> <p>To increase attendance of pupils with:</p> <ul style="list-style-type: none"> ● complex health and medical needs ●challenging behaviours/complex SEMH <p>Closer engagement between the attendance officer and the SEMH /SEND and Safeguarding teams</p>	
<p>To establish a school culture where staff or pupils do not tolerate or ignore the use of homophobic, sexist and racist language and have the confidence and character to tackle it and to implement an open culture of understanding, acceptance and positivity.</p>	<p>HODs to review the equality and diversity dimension of our curriculum maps and learning journeys</p> <p>Review form time programme - GFr to produce material for delivery in form time to include equality related topics: Black History month, UN remembrance, Christmas and</p>	<p>HODs and JBa January 2025</p> <p>GFr – produce materials by Sept 2024</p> <p>GFr – to review by July 2025</p>	<p>Explicit pursuit of this objective built into annual improvement plan and quality assurance process (Department curriculum handbook)</p> <p>Explicit pursuit of this objective built into annual improvement plan and quality</p>	<p>Form time materials in place and programme of assemblies developed.</p>

	<p>other religious festivals, Holocaust memorial day, LGBTQ+ history month, International women's day, neurological diversity, Windrush day</p> <p>Ensure our Wider Curriculum offer has diversity dimension embedded in Programme of study, to include the taught (PSHE) lessons</p> <p>In all aspects of school life, promote our culture, values and expectations that makes clear that there is a zero tolerance to all forms of discrimination, violence and harassment</p> <p>Conduct more regular staff and pupil voice activities on specific elements of the Wider Curriculum Programme of study</p> <p>Ensuring that messages, guidance and information are a central part of all Personal Development activities</p> <p>To improve consultation and involvement of pupils with a protected characteristic through</p>	<p>GFr/KPi – PSHE audit completed by summer 2025</p>	<p>assurance process (form tutor handbook produced)</p> <p>As a result pupils will:</p> <ul style="list-style-type: none"> • engage with views, beliefs and opinions that are different from their own in considered ways. • show respect for the different protected characteristics <p>PSHE audit</p> <p>Regular pupil voice surveys and student council feedback</p> <p>Engagement with outside agencies to deliver sessions regarding educating students about prejudicial issues</p>	<p>Pastoral support team provide one to one educational sessions to students who have used prejudicial language towards other students and staff.</p>
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	<p>the representation of their views on the Student Council</p> <p>Ensure a robust response to any incidents of poor behaviour</p>			
<p>To increase staff and governor understanding regarding their duties, responsibilities and rights in relation to the Equality Act.</p>	<p>Increase awareness of equalities, diversity and inclusion through communication and training.</p> <p>Ensure that all employees undertake equality training.</p>		<p>Equality training added to the CPD programme 2025/26.</p> <p>Governor Training to be a three year target.</p>	