



# Lymington CE (Aided) Infant School

## Equalities Policy

*Achieve: Respect: Thrive*

Document Adopted By Governing Body	Date: October 2017	
Signed (Chair):	S Durham	Date October 2017
Date of Next Review:	October 2021	

### Rationale

Lymington Infants is an inclusive school where we focus on the well-being and progress of every child. All members of our community are of equal worth. Our school vision embraces this:

*Learning for Life Together to:*  
**Achieve**  
**Respect**  
**Thrive**  
The **ART** of living well

We aim to keep love at the centre of all we do, treating each other with fairness and respect, valuing the fact that we are all different and all make worthwhile contributions to our school. We believe it is our care of and respect for each other is what makes our school unique and enables all who learn and work here to thrive.

The 2010 Equality Act provides a framework to help us in supporting our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

### **The Public Sector Equality Duty 2011**

Since April 2011, schools have been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty, which we will refer to as the '*equality duty*'.

The *equality duty* replaces the three sets of duties on schools to promote disability, gender, race equality through having equality policies and action plans for these groups. Whilst there is now no requirement for schools to have these equality policies, schemes or action plans, the Governing Body will ensure that there will be no discrimination, harassment or victimisation of a pupil or potential pupil because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the protected characteristics in the Equality Act.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

**Note:** *The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in their provision for pupils.*

*The 'equality duty' has two parts:*

- the '**general**' duty
- the '**specific**' duties

### **The 'general' duty**

The general duty is referred to as the overarching legal requirement for schools. This means they must consider how their policies, practices and day to day activities impact on pupils and staff. Schools are required to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

### **The 'specific' duties**

The two specific duties placed on schools aim to assist them in meeting the general duty by:

- publishing information to show how they are complying with the *equality duty*. This must be updated at least annually.
- preparing and publishing one or more specific measurable objectives at least every four years.

This school will publish information on:

- 1) The attainment of pupils at the end of Key Stage 1 by gender and the attainment for English and Maths by race
- 2) The attainment gap between children whose first language is not English and those for whom English is their first language

### Qualitative information

Other information and documentation is available in school which demonstrates the school's commitment to the principles outlined in this policy and the public sector equality duty.

- curriculum planning with information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about worships which deal with relevant equality related issues
- views of the school council
- notes of relevant governor and staff meetings and details of discussions and policy review in respect of equalities.”
- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)

### Pupil-related data

Information	Evidence and commentary
<b>Attainment at the end of KS1 by gender 2017-2018</b>	Pupils achieving ARE or above: Reading - All children 93%, Boys 91%, Girls 96% Writing - All children 88%, Boys 81%, Girls 96% Maths - All children 92%, Boys 88%, Girls 96%
<b>Attainment in English and Maths by race 2017-2018</b>	Pupils achieving ARE or above: Reading - All children 93%, White 88%, Mixed 100%, any other group 100% Writing - All children 88%, White 85%, Mixed 100%, any other group 100% Maths - All children 92%, White 91%, Mixed 92%, any other group 100%

### Other information

Information	Evidence and commentary
Attendance at parents evenings 2015-16	100% of parents with known disabilities attend parents evening compared to 97% of non-disabled parents.

**Date of publication of this annual information:** *Autumn 2018*

**Date for review and re-publication:** *Autumn 2019*

### Equality Objectives

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

**Objective 1: Take positive steps to close the gender gap in all subjects.** (See full School Improvement Plan)

**Objective 2: Take positive steps to narrow the attainment gap between children whose first language is not English and those for whom English is their first language**

(See full School Improvement Plan)

**Date of publication:** *\*Autumn 2017*

**Date for review and re-publication:** *\*Autumn 2021*