



Longmoor

Community Primary School

Together we grow, explore, discover.

Equal Opportunities Data Objectives

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1. Understanding Our School Community¹

1.1. Gender

Male	Female	Total
230 (49.6%)	234 (50.4%)	464

1.2. Ethnicity

DfE Main Coder	WBRI		WOTH					OOTH		CHNE	MOTH			AIND	AOTH	MWBC	MWBA	NOBT	Total
	WBRI	WENG	WEUR	WOTW	WITA	WPOR	WTUR	OOEG	OYEM		MOTH	MWCH	MWOE						
	406 (87.5%)		17 (3.6%)					11 (2.3%)		7 (1.5%)	6 (1.3%)			5 (1.1%)	5 (1.1%)	5 (1.1%)	1 (0.0%)	1 (0.0%)	464
DfE Extended Code	404	2	11	3	1	1	1	9	2		3	2	1						

1.3. Religion

Baptist	Christian	C of E	Greek Orthodox	Hindu	Jehovah's Witness
1	45 (9.7%)	104 (22.4%)	1	7	1
Methodist	Muslim	No Religion	Other Faith	Refused	Roman Catholic
2	7	214 (46.1%)	2	2	76 (16.4%)

¹ The following information was correct on Monday 3rd April 2023



2. Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in School Activities
- Exclusions
- Prejudice Related Incidents
- Rewards and Sanctions
- Representation on School Bodies; for example, Junior Leadership Team

Following our analysis, we have developed Equality Objectives in order to meet the following requirements of the Equality Act:

- Eliminate Unlawful Discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance Equality of Opportunity, between persons who share a relevant protected characteristic and persons who do not share it.
- Foster Good Relations between persons who share a relevant protected characteristic and persons who do not share it.

3. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

4. 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](#).

5. 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

6. 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.

7. 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 that 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 societies)

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 data referenced above 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 pupils

8. 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, 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 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 pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils 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

9. 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 pupils with disabilities

Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.



10. Equality objectives

10.1. Equality Objective 1: Understanding and Valuing Diversity

Objective:	To use the curriculum to find out about different religions and cultures and celebrate diversity.	
Why:	Our data indicates that the composition of our school is predominately White, British, Christian with minority representation in other ethnic and religious groups.	
How:	In order to address and celebrate our cultural diversity we will continue to deliver a PSHE/RSE Programme which explores and values cultural difference. This, alongside a robust RE syllabus which incorporates the use of both visitors and visits to different places of worship, as part of our school curriculum activities, will develop a deep understanding of other cultures. The curriculum will be the vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship, democracy and traditional folk heritage. We actively aim to instil aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits, visitors and wider opportunities.	
Outcome:	Pupils will progressively develop their understanding of, and empathy for, people from different regions, races, religions and cultures. The curriculum (through a range of learning opportunities) will provide a clear structure for promoting and championing the importance of equality for all nine protected characteristics outlined in The Equality Act.	
Progress:	<ul style="list-style-type: none"> The school has implemented Jigsaw as its driver for teaching and learning in the areas of PSHE and SRE. This provides children with a safe space to discuss more challenging topics around the protected characteristics of The Equality Act. The school has implemented Discovery RE as its driver for teaching and learning in the area of RE. This provides the children with the opportunity to investigate one religion in-depth every year so that they have a firm understanding that allows them to develop an understanding of each religion, their rituals, traditions, festival and symbolism that will enhance tolerance and respect. This is key to the 'spiritual' development of our children. <ul style="list-style-type: none"> Focused activities take place as part of the school's curriculum to celebrate festivals from each of the major world religions; for example, Holi. 	
Monitoring	Governance	SLT
	<ul style="list-style-type: none"> Curriculum and Standards Committee to interrogate: <ul style="list-style-type: none"> Behaviour Incident Data that is presented by the Assistant Headteacher, with responsibility for Behaviour and Attitudes; Subject Leader Reports from RE and PSHE / RSE Leaders, via, or in conjunction with, the Assistant Headteacher, with responsibility for Curriculum, Assessment and Infrastructure. 	<ul style="list-style-type: none"> PSHE / RSE Lead to provide evidence of the Quality of Education to the Assistant Headteacher, with responsibility for Curriculum, Assessment and Infrastructure; RE Lead to provide evidence of the Quality of Education to the Assistant Headteacher, with responsibility for Curriculum, Assessment and Infrastructure; Learning Walks and Monitoring and Evaluation Activities to provide a more complete evidence base for the success of the school's SMSC Curriculum, its responsibility to promoting British Values and The Equality Act.

10.2. Equality Objective 2: Tolerance and Respect

Objective:	To educate pupils in relation to their understanding of prejudice and inequality in all its forms.	
Why:	There have been an exceptionally small number of incidents in school, involving the use of prejudice language linked predominantly to the protected characteristics of race, religion and sexuality.	
How:	<ul style="list-style-type: none"> ○ Implementation of carefully designed PSHE/RSE and Religious Education curriculums deepen pupils' understanding of differences within our community and teach them to value these. ○ The school values promote a shared understanding of the importance of positive relationships in all aspects of school life and the wider communities to which children belong. ○ The school has a zero-tolerance approach to incidents linked to protected characteristics, with all incidents having oversight from a member of SLT: Class Teacher oversight by Phase Leader; Phase Leader oversight by AHT for B&A; AHT for B&A oversight by HT and C&S Committee of Governing Body. A combination of sanction and education will be considered for all incidents, with parents being informed, 	
Progress:	<ul style="list-style-type: none"> • Undertake a review of how Behaviour Incidents are recorded so that more thorough analysis can be completed of incidents that have the potential to involve prejudicial behaviour or language. • SLT on duty during lunchtime, which has been identified as the time of day with the greatest likelihood of an incident occurring, which has enhanced the supervision during this more unstructured time. 	
Outcome:	To eradicate incidents of prejudice behaviour – this is shown through a reduced number of incidents logged on the school's reporting system.	
Monitoring	Governance	SLT
	<ul style="list-style-type: none"> • Curriculum and Standards Committee to interrogate: <ul style="list-style-type: none"> ○ Behaviour Incident Data that is presented by the Assistant Headteacher, with responsibility for Behaviour and Attitudes; • Full Governing Board to interrogate: <ul style="list-style-type: none"> ○ Safeguarding Data presented by the school's Designated Safeguarding Lead. 	<ul style="list-style-type: none"> • Behaviour and Attitudes Learning Walks take place by SLT across the day, including at break times and lunchtimes.

10.3. Equality Objective 3: Recruitment

Objective:	To evaluate the applicants received for any job vacancies that are advertised.
Why:	Currently, the school Workforce is predominately White British. Evaluating the field of applicants received would allow school leaders to reflect upon whether current avenues used to recruit are the most effective for ensuring that our staff provide positive role models for a vast range of backgrounds, cultures and religions.
How:	<ul style="list-style-type: none">• Analysis Equal Opportunities Recruitment Data.
Outcome:	School is assured that the avenues of recruitment are providing leaders with a rich and diverse pool from which they can recruit outstanding staff members to any vacant positions.
Monitor:	Finance, Infrastructure & Staffing Committee to be presented with Equal Opportunity Information after the recruitment process has been completed.

11. Monitoring Arrangements

- The Headteacher will update the equality information we publish at least every year.
- This document will be reviewed by The Governing Board at least every 4 years.
- This document will be approved by The Governing Board.

12. Links with Other Policies

This document links to the following policies:

- Accessibility plan





Appendix i: DfE Ethnicity Codes

DFE Extended Codes		DfE Main Codes	
AOTH	Any Other Asian Background	AOTH	Any Other Asian Background
AIND	Indian	AIND	Indian
CHNE	Chinese	CHNE	Chinese
MOTH	Other Mixed Backgrounds	MOTH	Any Other Mixed Background
MWBA	White and Black African	MWBA	White and Black African
MWBC	White and Black Caribbean	MWBC	White and Black Caribbean
MWCH	White and Chinese	NOBT	Not Yet Obtained
MWOE	White and Any Other Ethnic Group	OOTH	Any Other Ethnic Group
NOBT	Not Yet Obtained	WBRI	White British
OOEG	Other Ethnic Group	WOTW	Any Other White Background
OYEM	Yemini		
WBRI	White British		
WENG	White English		
WEUR	White European		
WITA	Italian		
WOTW	White Other		
WPOR	Portuguese		
WTUR	Turkish		