Part of the Slough and East Berkshire CofE Multi Academy Trust

Lynch Hill School Primary Academy

Equalities Information & Objectives

We Aim High, Work Hard, Care Deeply

Member of Staff Responsible	Mrs L. Tomlinson
Position	Headteacher
Overviewed by LGB	Mrs D. Fletcher (Chair of Governors)
Updated	September 2025
Date of next full review	September 2026

Equality Information and Objectives

1. Introduction and aims

Our school is committed to meeting its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it in line with the legislation and guidance (see point 2). The protected characteristics are:
    - Age
    - Disability
    - Gender reassignment
    - Marriage or civil partnership
    - Pregnancy and maternity
    - Race
    - Religion or belief
    - Sex
    - Sexual orientation

At Lynch Hill School Primary Academy we aim to:

- Positively transform individual and shared circumstances, perceptions, attitudes and relations.
- Challenge and eliminate discrimination and harassment of any kind
- Promote equal opportunities for all pupils by ensuring equal access to the curriculum and physical access for all, within reason
- Deliver high quality education for all pupils that reflects the diversity of our local community and society and reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities.
- Promote tolerance, understanding and empathy
- Prepare pupils for full participation in modern Britain
- Create a strong school ethos where individuals are valued within a clear moral framework, to raise achievement and promote self-esteem and mutual respect
- Challenge behaviour and attitudes which impair the achievement of others
- Ensure that equal opportunities permeate all aspects of other policies and practices
- Create a welcoming environment for all visitors including those with disabilities
- Give opportunities to all pupils to discuss all aspects of life including bullying, racism, sexism, sexuality and disability in a safe environment

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty (PSED) 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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

This document also complies with our funding agreement and articles of association.

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. The Governing Board at Lynch Hill discuss this document annually.
- That procedures and strategies related to the policy are implemented
- The School complies with all equalities legislation relevant to the school community
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- Ensure our Equality Governor will monitor, on behalf of the governing body.

  They will:

  - Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
  - Ensure they're familiar with all relevant legislation and the contents of this document
  - Attend appropriate equality and diversity training
  - Report back to the full governing board regarding any issues

The Headteacher and SLT will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All Lynch Hill staff are expected 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. 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. The school has an equality link governor. They regularly liaise with school staff regarding any issues and make senior leaders and governors aware of these as appropriate.

Specific examples of how we eliminate discrimination:

- Being aware of our obligations under the Equality Act
- Regularly reminding staff and governors of their responsibilities under the Equality Act and new staff receiving some training on this as part of their induction
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Ensuring teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success, ensuring that the right adaptions are in place to enable all to thrive
- Tracking pupil progress to ensure that all children make good or better progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

All staff are expected to deal with racist and other bullying incidents in line with school policy; to know how to identify and challenge racial, gender and cultural bias and stereotyping; to support pupils for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work. In our monitoring of behaviour, for example we take note in a recorded incident of each individual child to ensure that any poor behaviour is not linked to discrimination.

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
- 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 activities/clubs)

In fulfilling this aspect of the duty, the school will:

- Share achievement data with governors during their monitoring visits and with school staff showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement; implement actions in response
- Have evidence available if required for identifying improvements for specific groups (e.g. declines in behaviour incidents)

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:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes the teaching in RE and PSHE, 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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, including inviting leaders of local faith groups to speak in assemblies and organise school trips to places of worship and offer activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- Establishing partnerships and links with other schools, specialist organisations and groups who have specialist knowledge about particular characteristics, through sporting, musical and academic activities, so that our children meet pupils of different backgrounds.

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. 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

8. Equality objectives:

Objective 1:
To identify gaps in knowledge of different groups and address them, with the focus on raising the attainment of our vulnerable learners.
Success will be measured through data analysis and clear evidence of a narrowing of gaps across the academic year.

Why we have chosen this objective: To ensure that appropriate interventions and support are in place for those children who require additional support. To ensure that we use funding allocated to LHSPA most effectively in order to best meet pupil need.

Objective 2:
Have in place reasonable adjustments for all SEND pupils in all classes in order to make sure that any disadvantages they experience are addressed. Success will be measured through lesson observations, pupil feedback and external scrutiny.

Why we have chosen this objective: As an extension of Objective 1, to ensure that all pupils at Lynch Hill receive a quality universal offer and that appropriate and well-planned opportunities are offered by all staff to all pupils so that they can fulfil their potential.

Objective 3:
To enhance our curriculum offer further so that it promotes understanding, awareness and compassion for others, and challenges stereotypes, and to enable pupils to appreciate and value difference and diversity, ensuring that displays, information from all curriculum areas, including learning resources, recognise and reflect our diverse society and reflect our community.
Success will be measured through learning walks and pupil interview feedback.

Why we have chosen this objective: To support our overall school commitment to our moral, school and British values and to ensure that our children feel that the curriculum offer at Lynch Hill reflects them as learners.

Objective 4:
To further develop and promote levels of pupil, parental and community engagement to maximise equity and fairness in access and engagement and to ensure that the school has the strongest understanding of all stakeholders.

Why we have chosen this objective: To build on the communication channels developed over recent years and to ensure there are multiple and varied opportunities for parents and pupils to be involved in the learning journey at Lynch Hill to celebrate success and achievements, and to ensure that there is accessibility for all. To invite greater partnership work with the wider community so that the pupils feel a greater sense of belonging and greater commitment to making a positive difference as a local and global citizen, developing the concept of community responsibility and being grateful and appreciative for what we have: fostering a greater awareness of local and global issues of inequality and the positive contributions we can make.

Objective 5:
To foster good relations across all characteristics - between people who share a protected characteristic and people who do not, including within the staff at Lynch Hill.

Why we have chosen this objective: To build on pupil, staff and parent wellbeing and sense of safety and value. We hope that our community feel comfortable discussing issues around protected characteristics and report feeling safe to express themselves in school. We want our pupils to be able to articulate the importance of protected characteristics.

9. Monitoring arrangements

The governing body will update the equality information we publish, described in sections 4-7 above, at least every year.
This Equality objectives will be fully reviewed by the governing body at least every 4 years.
This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour Policy
- Anti-Bullying Policy
- Pedagogy Policy
- Curriculum Statement
- Pupil Premium Strategy
- SEND Policy
- Local Offer