

**Lovelace Primary School**  
**Public Sector Equality Duty Statement/ Equalities Objectives**

**Agreed by Governors on: March 2023**

**Signed and dated copies are kept in the school office**

**To be reviewed March 2024**

**Introduction**

This equalities policy amalgamates all the equalities legislation into one single policy for Lovelace Primary School. The PSED is an active and live document.

**Statement/Principles**

The policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Schools are part of the 'glue that holds communities together'. Every member of the school community should feel safe, secure, valued and of equal worth. At Lovelace Primary School, equality is a key principle for treating all people with respect irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).



**Policy Commitments** - We are committed to promoting equality through all aspects of school life in our 'forever relevant' aims within our school development:

**Priorities for our children**

- Our emphasis is on developing the whole child: successful learners who enjoy and achieve; confident individuals who lead safe and healthy lives; and responsible citizens who make a positive contribution to society.

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- We want to ensure we provide consistently high quality teaching and learning through a vibrant, engaging and relevant curriculum experience that also has a spiritual, moral, social & cultural dimension.
- We want to work with all pupils on making good or better progress from their starting points and ensure that no one is left behind.
- We will support all pupils through challenge, learning and their talents, that these are developed and deepened so that aspirations are realised.
- We are continually working to diminish the difference, tackle inequality and overcome disadvantage. This means we are preparing pupils for life in a diverse society and having high expectations of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation.

### **Priorities for our school and community**

- We are always striving to build capacity and sustainability.
- We are building the 'Lovelace Way' of teamwork, leadership, smart working, collective accountability, transformational and future thinking.
- We seek high levels of job fulfilment and well-being.
- We are strengthening partnerships and collaborations both within and across schools to help us improve and to help others to improve.

### **Under the Public Sector Equality Duty we have due regard to:**

1. **Eliminate discrimination** and other conduct prohibited by the Equality Act 2010
2. **Advance equality of opportunity between people who share a protected characteristic and people who do not** (removing disadvantages, taking steps to meet different needs, encouraging participation when it is disproportionately low)
3. **Foster good relations across all characteristics between people who share a protected characteristic and those who do not**

### **What we are doing already:**

- Our Inclusive, community, family and nurturing approach based on Nurture Principles
- Our focus on everyone getting 'smarter, healthier and happier'.
- Our inclusive approach for all pupils with Special Educational Needs who join the school through the usual admissions arrangements
- Our high quality PHSE, RE and SMSC and external speakers are invited to share different religions and cultures with the school population in assemblies and classroom visits
- We respect the equal human rights of all our pupils and to educate them about equality. We are a UNICEF Rights Respecting School. We will expect visitors to the school, parents and carers to share and work towards these aims.
- We will ensure the promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs.
- We will ensure there is use of images and materials within our curriculum and school positively reflect a range of cultures, identities and lifestyles.
- We work to put in place reasonable adjustments to support pupils accessing a full and balanced curriculum. Whilst not a protected characteristic, we work to help minimise socio-economic disadvantage through an annual pupil premium focus

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<http://www.lovelace.kingston.sch.uk/about-the-school/pupil-premium/> and health related disadvantage / access to sport through the Sports Premium

- We ensure through our broad and balanced PHSE and RSE programme that pupils understand about their rights and responsibilities in modern Britain
- We try to close the gap and inequalities between the experiences and life outcomes of pupils in our state maintained school and other children who benefit from a private / independent school education. An example of the way we tackle this is through for example our personal development and reinforcement programme '101 Must-have Lovelace Experiences' and ensuring our curriculum provides the necessary 'cultural capital'

#### **For our school, employees and community:**

- We strive to develop an atmosphere of mutual trust and respect which permeates our curriculum. We encourage pupils to develop a positive self-image and confidence in their own identities. We value the uniqueness of individuals, the discussion of others' perspectives, the development of understanding and respect, and the underlying humanity we share.
- We try to ensure our curriculum is rich in learning about those people who have made a difference in terms of equalities and what we can learn and values from them – our 'Equalities Heroes'. We use national events, anniversaries and awareness days / weeks / months as a stimulus alongside assemblies, lessons and special events. For example, Black History Month, Gypsy Roma Traveller Month, Ada Lovelace Day, Invisible Disabilities Week etc.,
- We ensure that all available school roles and posts are advertised formally and open to the widest pool of applicants possible and we welcome applications from anyone.
- We are committed to 'Equal Opportunities'. By this we mean that all pupils should have access to the whole curriculum and general life of the school, regardless of race, gender, culture, faith, age, class, ability/disability, sexual orientation, gender identity, language or HIV status.
- We will also respect the equal rights of our staff and other members of the Lovelace community. We will not discriminate on the grounds of race, gender, marital status, being a lesbian or a gay man, age, religious beliefs, HIV status, or disability
- We are opposed to and will challenge all forms of discriminatory, racist or sexist or homophobic language or behaviour. We work to eliminate any discrimination, harassment and victimisation and to ensure that all members of the school community have a good understanding what might constitute these.

Lovelace Primary School takes its Equality Act 2010 duties and the need to eliminate discrimination, harassment and victimisation seriously. As well as the work outlined above we also meet these requirements through school wide and local authority wide policies and procedures which include but are not limited to [all available on the school website <https://www.lovelace.kingston.sch.uk/statutory-information/policies/> ]:

- Our Child Protection & Safeguarding Policies
- Our Accessibility Policy
- Staff Code of Conduct, Staff Parent Policy, Declarations of Interests
- Behaviour & Care Policy and Exclusions Guidance
- SEND local offer and Policy

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- Pupils with Medical Needs Policy
- Our staff Grievance, Whistleblowing, Disciplinary, Bullying and Harassment Policies and Guidance
- Complaints Procedure

**Consultation and Engagement**

Through routine parents and staff surveys, through class and school council we aim to engage and consult with staff, pupils, parents & carers in order to gain information about our community, learn about the impact of our policies and thereby improve our policies and practice.

**Appendix - Our School context**

- Percentage FSM vs Average
- Diverse backgrounds vs national average
- Percentage of children who use English as an Additional Language vs average
- Children with Special Educational Needs and or Disabilities vs average

**Lovelace Community Profile**

Governors review our community profile on a termly basis using data provided from analysis of school data and census returns using multiple characteristics.



**Our Equality Objectives (our 4 year plan - what we are working on):**

We have set ourselves objectives under each aim of the Equalities Act to focus on over the next four years:

**Aim 1 to Eliminate Discrimination**

Objective	Success Criteria	Lead	Progress
<b>To adopt anti-racist practices across the school.</b>	<ul style="list-style-type: none"> <li>• Implement the Halo Code as part of our uniform policy not to discriminate against black hair.</li> <li>• All racist incidents will be logged on CPOMS and actioned as per the behaviour policy.</li> <li>• Throw away old books and display materials with poor stereotypes or inaccurate information.</li> <li>• Varied skin tone pastels and colouring pencils will be accessible to use by the children.</li> <li>• Ensure that we are not contributing the idea of a 'white normal' by excluding, 'othering' or 'tokenising' minorities in our displays, resources, homecorners. All year groups will use more diverse images and names on slides and sheets in classrooms and on displays. Home Corners in EYFS will be diverse and dolls will come in a variety of skin tones.</li> <li>• Eliminating dress up days that lead to stereotyping e.g. India day and USA day (native Americans).</li> <li>• Emanate use of BAME in documentation and in training.</li> <li>• All staff will receive training in anti-racist practices including biases, stereotypes, hidden racism and how to be anti-racist.</li> <li>• We will monitor exclusions and application of behaviour sanctions to minority groups as nationally the trend is disproportionate to Black Caribbean boys (6x more likely nationally).</li> <li>• Beginning to adopt the use of the term 'multilingual' rather than EAL - but this conflicts with national policy.</li> </ul>		

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<p><b>Decolonise pedagogy and deliver a diverse curriculum.</b></p>	<ul style="list-style-type: none"> <li>• While we have a large range of diverse books in school, how many are studied in depth? Which ones do we hold up as 'good'? Are they diverse but still contain stereotypes (e.g. David Walliams)?</li> <li>• Ensure that we are not referring to 'developed and developing countries or third world countries'.</li> <li>• Ensure that we are not exposing children to stereotypes particularly and actively dismantle stereotypes in PSHE, RE, history and geography. Are we implying that people from India and Africa are poor? And only live in slums or rural areas? Are we comparing London with tiny rural villages?</li> <li>• Decolonise the whole curriculum. Which artists? Who is in your maths problems? Which sports are taught? Which scientists? What are we teaching in a topic on 'Africa' 'India' 'America'? Do our British history topics reflect Britain's past fairly? Are we suggesting Britain is/was best? Are we implying that India 'needed' trade with the British Empire? Or the railways to be built? Are we sanitising history? We can't leave out the bad bits. What/who are we not teaching? Are we acknowledging colonialism and the British Empire from the points of view of those under British rule? All year groups will teach about scientists, artists, authors, historical figures and more from a range of backgrounds, genders, religions, ethnicities and those that intersect.</li> <li>• Ensure that trips and visitors are diverse and used as an opportunity to dismantle rather than cement stereotypes - e.g. only inviting minority visitors to talk about their religion or ethnicity.</li> <li>• Equalities heroes - focusing on a range of notable figures across different minority groups in whole school assemblies all year round and not just for Black History month.</li> </ul>		
<p><b>Raise awareness and ensure there is understanding of the diversity of our school community.</b></p>	<ul style="list-style-type: none"> <li>• Equalities heroes - focusing on a range of notable figures across different minority groups in whole school assemblies all year round and not just for Black History month.</li> <li>• Explain to children why some children may be treated differently - lessons on fair vs equal and reasonable adjustments for pupils with SEND in particular.</li> <li>• Training for staff around why some children may be treated differently and reasonable adjustments for pupils with SEND in particular.</li> </ul>		

**Aim 2 to Advance equality of opportunity between people who share a protected characteristic and people who do not**

Objective	Success Criteria	Lead	Progress
<p><b>Ensure good communication between home and school for multilingual families.</b></p>	<ul style="list-style-type: none"> <li>• The website and year group email allow parents to translate information and teachers can translate messages for parents.</li> <li>• Welcome signs in multiple languages in the school office to celebrate and include our families.</li> </ul>		
<p><b>Pupils from a group of pupils where inequalities in progress and attainment have been identified- outcomes at EYFS, KS1 and KS2 ( EAL and ethnicity</b> What does our data look like? Which groups are underachieving? Nationally and in Kingston it is Black Caribbean, Portuguese, Polish.)</p> <ul style="list-style-type: none"> <li>• Who is actually underachieving? Break the data down further - in Kingston some EAL groups actually over achieve compared to national average (Tamil and Urdu) while others are severely</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		

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<p>underachieving (Polish, Portuguese). Are we targeting the right children?</p> <ul style="list-style-type: none"> <li>• KS2 data for Kingston (lowest performing ethnic groups) This is the same at KS4.</li> <li>• GRT</li> <li>• Mixed/Black Caribbean</li> <li>• Black other</li> <li>• Pakistani</li> <li>• White other (who is in this group?)</li> </ul>			
<p><b>Pupils from a group of pupils where inequalities in progress and attainment have been identified- outcomes at EYFS, KS1 and KS2 SEN</b></p> <ul style="list-style-type: none"> <li>• There is both an under and over representation of EAL and ethnic minority pupils in SEND.</li> <li>• EAL pupils should be making RAPID progress especially in KS2. If they are not, it needs to be investigated as SEN. This often takes too long.</li> <li>• EAL pupils are underidentified in SEMH and ASD, often because their language and communication skills are put down to language learning.</li> <li>• EAL pupils are overidentified in S&amp;L and MLD - is this a true reflection or is it a language learning need?</li> <li>• GRT are overrepresented in SEND (double!) (Especially SEMH) Why is this? Is it because their cultural values are differently aligned to school values? Are they expected to behave differently in social settings? Are behaviour expectations different between home and school? Is this a true SEND need or a cultural difference? Do adults have unconscious biases?</li> <li>• Black Caribbean pupils are overrepresented in SEND (usually SEMH) (1.5x more) Why is this? Is it because their cultural values are differently aligned to school values? Are they expected to behave differently in social settings? Are behaviour expectations different between home and school? Is this a true SEND need or a cultural difference? Is this a true SEND need or a cultural difference? Is this a true SEND need or a cultural difference? Do adults have unconscious biases?</li> <li>• Indian, Asian and Chinese pupils are underrepresented in SEND. Is this a true reflection? Is this because difficulties are put down to language learning? Is it because parents may find it harder to navigate the system for their children due to language barriers?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		
<p><b>SEND pupils- an area of lack of equal opportunity that you have discovered through data and pupil/ parent surveys</b></p>			

**Aim 3 Foster good relations across all characteristics between people who share a protected characteristic and those who do not**

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Objective	Success Criteria	Lead	Progress
<b>When teaching British values and British culture, ensure that we are acknowledging the range of British cultures.</b>	<ul style="list-style-type: none"> <li>Are we implying that British culture is white middle class culture? Museums, theatre trips etc Can we include Black British culture? e.g. Notting Hill carnival, food, clothes, hair. Or Pakistani British culture e.g. food, dance, sport. Can this be included within the 101 experiences?</li> </ul>		
<b>Diversify representation on PFA and governing body</b>	<ul style="list-style-type: none"> <li>We will reach out to underrepresented groups rather than expect them to come to us.</li> </ul>		
<b>Amplify other voices to ensure groups and individuals feel seen, valued and respected by the school and wider community and that their experiences and stories are not being told by for them by others.</b>	<ul style="list-style-type: none"> <li>Could there be a spotlight on me/my family/my religion/my background section in the newsletter once a half term?</li> </ul>		