

### Public Sector Equality Duty 2022-23

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Lodge Lane Infant School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support 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.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

### Equality Information

Number of pupils on roll at the school: 181

Age of pupils: 4 to 7

### Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

We are part of...



### Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils in receipt of Pupil Premium (PP)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children

Gender: 57% male, 43% female

Pupils eligible for Pupil Premium Funding: 13%

Pupils with Special Educational Needs (SEN) 10%

Pupils with an Educational Health Care Plan (EHCP) 2%

Pupils with English as an Additional Language (EAL): 10 %

Young carers: 0%

Looked after children: 1%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

### Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Lodge Lane Infant School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the Wensum Trust Single Equality Scheme
- Our Behaviour and Emotional Regulation 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
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make good or rapid progress, and intervening when necessary
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies, procedures and communications.

We are part of...



**Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

**Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it**

We foster good relations by:

- Ensuring that Lodge Lane Infant School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and ethos of the school.

**Equality Objectives**

At Lodge Lane Infant School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

Objective 1: To secure spiritual, moral, social and cultural development of pupils through appropriate curricular opportunities, with particular reference to issues of equality and diversity.

Objective 2: To increase understanding of disability through direct teaching across the curriculum, tackling prejudice and promote understanding in relation to people with disabilities

Objective 3: To narrow the gap between the achievement of vulnerable\* children and their peers.

Objective 4: To ensure that all disabled, pupils, staff, parents, governors and visitors to the school have full access to the physical environment

Objective 5: To ensure school information is accessible to all stakeholders

\*The term vulnerable children is used to refer to all children who are at risk of under-achieving, including those who may be affected by discrimination and unequal opportunity, as defined by the Equality Act 2010, and who therefore have one or more of the protected characteristics listed in the Act

We are part of...

**WENSUM TRUST**

FOR CHILDREN, FAMILIES AND COMMUNITIES