



Equality Objectives

Main policy to be updated every four years

Next review – January 2028

Equality Objectives to be updated annually

Next Review – January 2024

Our Christian Ethos and Values

All policies in our federation will be written and implemented in line with our Christian ethos and values. Our schools are open to all and accepting of all regardless of faith. Our passion and ambition are to see children and young people in all our schools achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God. Our culture is one of high aspiration for all. This is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see our schools acknowledged as places of aspiration, high quality learning, achievement and hope making a significant contribution to the communities they serve.

1. Introduction

At the Lighthouse Federation, we are deeply committed to the principles of equality, diversity and inclusion and actively promote this with our staff, governors, volunteers, pupils, parents/carers and all in the school community.

Our schools are inclusive communities 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 2010 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. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Scope

This policy encompasses the following protected characteristics:

- Age
- Disability



- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

Our schools do not tolerate any form of harassment, bullying or discrimination.

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

- All learners, staff, governors and volunteers are of equal value and shall be enabled to develop to their full potential.
- We recognise, respect and value difference and understand that diversity is a strength.
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- Equality is central to our federation's Christian ethos which follows the example of Jesus and the New Testament.
- We aim to support social justice and social mobility preparing pupils for life in a diverse society.
- We will provide training, guidance and information to enable all in the school community to play their part in the implementation of this policy.

3. The legal context

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that no-one should be discriminated against or treated less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, age, marriage and civil partnerships.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or "general duty" - This requires all public organisations to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.



Two “specific duties” This requires all public organisations, including Schools, to:

- Publish information to show compliance with the Equality Duty.
- Publish Equality objectives at least every 4 years which are specific and measurable.

We understand from time-to-time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

4. Roles and Responsibilities

All directors, governors, staff, volunteers, pupils/students and their families need to develop an appropriate understanding of, and act in accordance with this document.

Our Governing Board is responsible for the implementation of this policy and will delegate the day-to-day operational responsibility to the Executive Headteacher. The Ethos and Community Committee will have a watching brief regarding the implementation of this policy.

All visitors to the Federation, including volunteers, parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information to enable them to do this.

5. Our Federation Equality Objectives for 2023-2024 are:

1. To take action to advance equality of opportunity, and further move towards the eradication of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010 by ensuring that there is an open culture of reporting and that every case is thoroughly investigated, and restorative approaches used to bring about behaviour changes.
2. To monitor levels of parental and pupil engagement (especially the most disadvantaged) in learning and school life, across all activities to ensure equity and fairness in access and engagement. And then to ensure all pupils are given similar opportunities with regards to enriching extracurricular activities.
3. To raise awareness of aims and objectives of policy by sharing with staff and the wider community. Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness, introduce all aspects of statutory RSHE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers so they can support this at home.
4. To promote and celebrate diversity, as well as challenging and addressing misconceptions of stereotypes, throughout all aspects of our curriculum.
5. To ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc:
6. Ensure tolerance and respect towards individuals who identify with any of the protected characteristics:
 - Ensure regular analysis of any negative behaviour incidents to identify any patterns related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this, e.g. further education, involvement of parents/carers etc.



- Utilise collective worship to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups
- Provide Mental Health and Wellbeing support to all children, and those who identify as needing additional support
- Respond to world news/current affairs issues (related to any individuals/protected characteristics) through assemblies (Picture News) or PSHE sessions
- Continue to promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and/or British Values

These objectives will be reviewed annually.

We note also that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

6. What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils / students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Executive Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the Federation.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- We ensure that our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- The federation's Behaviour Management Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from our schools for evidence of over-representation of different groups and take action promptly to address concerns.
- The Federation challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously.



7. What we are doing to advance equality of opportunity between different groups

- We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support.

8. What we are doing to foster good relations

- We work closely and openly with parents/carers.
- We communicate and engage with a variety of community groups including the local Church.
- We enable employers and other groups to work with pupils in our schools to broaden and deepen their educational experience.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, and Personal, Social, Health and Economic (PSHE) and SRE 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
- 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
- We communicate and engage with a variety of community groups including the local church
- We develop links with other schools in our cluster and locally

9. Monitoring and reviewing the policy

The Governing Board annually evaluates the success of the federation's equalities work and will review the whole policy every three years.