LONSDALE

Equality Information and Objectives Policy

Owner of Policy	**CT**
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Lonsdale School
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1. 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, 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. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as Ambition, Community and Empowerment.

2. 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, 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.

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/carers
- 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
- 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 will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify any staff training needs, and deliver training as necessary

All school 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.
- 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 annually.

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 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
- 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)

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 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
- 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. 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

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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 and how we can ensure maximum participation for all pupils

- Has equivalent facilities for pupils

8. Equality objective

School's Objective

By July 2027, Lonsdale School will increase opportunities for meaningful participation and representation of pupils with physical and neurological impairments in school decision-making and enrichment activities by ensuring that at least 90% of pupils are able to contribute their views through accessible communication methods, and by increasing participation in extracurricular activities by 15% from the July 2026 baseline, as measured through pupil voice surveys, school council records, and activity participation data.

Lonsdale School is committed to ensuring that all pupils, regardless of their physical or neurological impairments, have equal opportunities to participate, contribute and succeed. As a school that supports pupils with complex needs, we recognise that barriers to communication, decision-making and access to enrichment activities can sometimes limit participation.

We have chosen this objective because pupil voice and inclusion are central to our values. We want every pupil to have opportunities to express their views in ways that are meaningful and accessible to them, and to take part in the wider life of the school. By increasing participation in decision-making and extracurricular activities, we aim to promote independence, self-advocacy, confidence and a sense of belonging.

This objective aligns with our duties under the Equality Act 2010 and supports our commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations. It reflects feedback from pupils, families and staff and is designed to ensure that all pupils can engage fully in school life and achieve positive outcomes.

Lonsdale School will achieve this objective by:

- Providing a range of accessible communication methods, including AAC, communication boards, symbols, assistive technology and personalised communication systems, to ensure all pupils can share their views.
- Developing regular and meaningful pupil voice opportunities through School Council, class councils, questionnaires, pupil reviews and consultation activities.
- Identifying and removing barriers that may prevent pupils from accessing clubs, trips, leadership opportunities and enrichment activities.
- Providing appropriate support, adaptations and resources to enable all pupils to participate fully in extracurricular activities.
- Training staff in inclusive practices, communication strategies and person-centred approaches to ensure pupil participation is embedded across the school.
- Working closely with parents, carers and external professionals to understand individual needs and support engagement.

- Celebrating participation and achievement to encourage confidence, independence and a sense of belonging.

9. Monitoring arrangements

The governing board will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by governing board at least every 4 years.

This document will be reviewed by the governing board annually, to ensure continued compliance with the Public Sector Equality Duty (PSED).

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy