LUMBERTUBS PRIMARY SCHOOL EQUALITY INFORMATION AND OBJECTIVES STATEMENT

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1. Aims

Campfire Education Trust aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. 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 trust aims to promote respect for difference and diversity in accordance with our mission and three values: collaborative, supportive and ambitious.

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.

It also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Campfire Education Trust Board of Trustees will:

- Ensure that the equality information and objectives, as set out in this statement, are published and communicated throughout our schools, including to staff, children and parents
- Ensure that the published equality information is updated at least every year and that school objectives are reviewed and updated every 4 years
- Delegate responsibility for monitoring the achievement of the objectives to the local governing boards and delegate the responsibility for implementing the objectives on a daily basis to the headteacher/head of school

The Education Standards Governor will:

- meet with the designated member of staff for equality, twice every year 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

The headteacher/head of school 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

The designated member of staff for equality will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- meet with the Education Standards Governor twice every year to raise and discuss any issues
- identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document, the schools own Equality Objectives Action Plan and work collectively to achieve the Equality objectives.

4. General Statement

Campfire Education Trust is committed to equality both as an employer and an education provider. It endeavours to ensure that everyone is treated fairly and with respect. It actively ensures that trust schools are safe, secure and ambitious places for everyone.

Equality, Diversity & Inclusion (EDI)

Campfire Education Trust is committed to advancing equality and promoting respect for difference and diversity through our mission, vision and values. We promote equality of opportunity for all staff and job applicants. CET aims to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We do not discriminate against staff based on age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and governors treat visitors, volunteers, contractors and former staff members.

Campfire Education Trust recognises that our children have different needs, and understands that treating children equally does not always involve treating them all exactly the same. Campfire Education Trust recognises that for some children extra support is needed to help them to achieve and be successful.

KCSIE

Campfire Education Trust has a School Improvement Director for Safeguarding & Attendance. We have high expectations for safeguarding and adopt robust recruitment procedures from advertisement through to induction and employment. All appointed staff receive regular and timely training in line with Keeping Children Safe in Education. Through ongoing Safeguarding training, all staff gain an understanding of Equalities, Diversity and Inclusion.

Data Protection

Campfire Education Trust will process personal data of staff (which may be held on paper, electronically, or otherwise). Campfire Education Trust recognises the need to treat it in an appropriate and lawful manner, in accordance with the Data Protection Act 2018 (DPA).

5. Eliminating discrimination

The trust 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. Trustees, local governors and all staff 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.

Under the direction of the Headteacher/Head of School, new staff receive training on the Equality Act as part of their induction, and all staff receive refresher training during the Spring Term. Trust schools have a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- 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

6.1 Publishing information about pupils

In fulfilling this aspect of the duty, trust schools will:

- publish attainment data each academic year showing how anonymised pupils with different characteristics are performing on their school website
- analyse a range of anonymised data to determine strengths and areas for improvement implement actions in response and publish this information
- implement, review and update Equality Objective Action Plans early in the Autumn term in response to the above, share the information with school governors and publish updates by December 31st each year
- make anonymised evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- publish further anonymised data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

6.2 Publishing information about staff (for Schools and Trusts with 150+ employees)

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will publish information to show:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics
- Gender pay-gap reporting and other pay equality issues (this is a statutory requirement for schools with 250 or more employees)
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.

- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys and/or trade unions
- Keep records that consider the equality outcomes when making important decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

7. Fostering good relations

The trust aims to foster good relations between those who share a protected characteristic and those who do not share it by ensuring our schools:

- promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of the 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, children will be introduced to literature from a range of cultures
- making pupils aware of our behaviour and anti-bullying policies
- hold assemblies dealing with relevant issues, encouraging pupils to take a lead in such assemblies and inviting external speakers to contribute
- work with local communities. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- encourage and implement initiatives to deal with tensions between different groups of children within the school. For example, school councils have representatives from different year groups and include pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. Schools also work with parents to promote knowledge and understanding of different cultures
- develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how schools implement their approach

8. Equality considerations in decision-making

The trust 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.

Our schools always consider 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 all pupils irrespective of their gender

9. Equality objectives

Our schools have their own four year Equality Objectives Action Plan which is reviewed for progress each year. These are published annually on their website by 31st December.

10. Monitoring arrangements

This statement will be reviewed by the Education Standards Director annually and approved by the Board of Trustees annually. School equality objectives will be briefly reviewed and updated by the headteacher/head of school/ designated member of staff for equality annually. At the end of the four year plan, a detailed review of the progress and outcomes will take place. School equality objectives will be approved by the local governing body by December of each year.

11. Links with other policies

This document links to the following trust and school policies:

- Accessibility Plan
- SEND Policy
- SEND Information Report
- Supporting Pupils with Medical Needs
- Behaviour Policy
- Child Protection Policy
- Equality Information and Objectives Statement
- E-Safety Policy
- Flexible Working Policy
- Grievance Policy & Procedure
- RSE Policy
- Risk Assessment