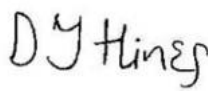



Joy Lane Foundation Primary School,
Oyster Bay Nursery, Oysters SRP & Joy Lane Swim School



Equality Information and Objectives

Draft Prepared	June 2025
Date Agreed	July 2025
Signed by Executive Headteacher: Ms D J Hines	
Signed by Chair of Governors: Mrs N Mattin	
Date Policy to be Reviewed	July 2026

This policy has been impact assessed to ensure that it does not have an adverse effect on the nine protected characteristics under the Equality Act 2010.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

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1. Aims

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring 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. 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.

Joy Lane Foundation Primary School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Where relevant, all School policies within the Joy Lane community will be impact assessed to ensure that it does not have an adverse effect on the nine protected characteristics under the

Equality Act (2010): age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

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. Our approach and vision

Our approach to equality is based on the following 7 key principles:

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential regardless of their background and needs.
7. **We work to raise standards for all pupils**, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

4. Equality objectives

Joy Lane Foundation Primary has set the following overall objectives:

- **To help all pupils achieve fulfilment by supporting them, and their families, and to ensure improvement in the lives of the most vulnerable.**

At Joy Lane Primary School, we take a holistic approach to the needs of individuals as we recognise the implicating factors that have an effect on a child's ability to learn. We are influenced by Maslow's Hierarchy of Need as we understand that each need creates a base for another, starting with the most basic of needs; without these, the next level of the pyramid cannot be laid. Following this principle, we are better able to understand the needs of our children and how these can be met and built upon to enable an individual to reach their full potential, and we recognise and acknowledge that for children to learn they will need these needs to be met. As a result of this, our philosophy is to ensure that all children feel safe, soothed and secure which is reflected in our Behaviour Policy. In order to achieve this, we work in close partnership with families, and sometimes other professionals to ensure we are providing our children with the best opportunities to succeed. To support with this, we have grown our Inclusion Team who aim to support, signpost and enable our most vulnerable families in the best interests of the children.

- **To narrow the gap in the attainment and progress of different groups of learners with a particular focus on improving the achievement of pupils with Special Educational Needs and/or Disability (SEND), those in receipt of pupil premium funding and children with English as an Additional Language.**

Nationally, there is a gap between the outcomes of disadvantaged children and those who are not considered to be disadvantaged. At Joy Lane Primary School, whilst we see some similarities between our in-school data and the national picture, we are confident that we are continually working to address and further narrow this gap. We are confident we are doing this through the setting of high expectations for all children. Through adaptive teaching and the use of scaffolds, we are able to provide the same learning opportunities for all children, regardless of their backgrounds or needs. Where gaps in learning have been identified, we provide interventions to support and target these; this may be through providing support for their academic, social and emotional development.

We strongly believe in ensuring all children are given the same life opportunities and are taught the skills to embrace and succeed within these.

- **To value and support all employees within Joy Lane Foundation Primary School, by providing career development and progression opportunities to all, including those groups protected by the Equalities Act, so that their wellbeing is further enhanced, engagement is increased and Joy Lane Foundation Primary School workforce better reflects the diversity of the population at all levels.**

At Joy Lane Foundation Primary School, we place value on all our staff members and recognise that they each bring different qualities to our team. We provide opportunities for staff to share and celebrate these through regular meetings, Professional Development Meetings, workshops, briefings and staff voice. More recently, we have received training in Coaching which allows members of our teaching staff to reflect on their practise and identify

areas of interest they wish to pursue. We ensure all staff feel able to come to any member of the Senior Leadership Team with ideas and requests for further development and, where possible, find ways of facilitating and promoting this. We celebrate each other's achievements and enjoy sharing their new skills and knowledge with the wider staff. As a school, we will continue to prioritise the professional development of all our staff members, ensuring each individual is provided the opportunity to progress their careers in their chosen pathways.

- **To provide a curriculum which celebrates diversity and addresses equality issues with a focus on spiritual, moral, social and cultural development (SMSC).**

At Joy Lane Foundation Primary School, we have a thoughtful and wide-ranging promotion of pupil's Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive, highly cohesive learning community. We work continuously to ensure we are delivering a balanced and varied curriculum which explores different beliefs and backgrounds. We acknowledge the diversity within our school community and welcome our children, and families, to share their experiences and beliefs in a safe and respectful environment. With a focus on the 3 R's (Be Ready, Be Respectful and Be Responsible) we aim to distil a culture of openness and consideration where children, and adults, feel safe to be honest and true to themselves.

3. Roles and responsibilities

3.1 The Governing Board

The governing board will:

- Ensure 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 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
- The governing board will appoint a designated governor for equality

3.2 The Governing body

The designated governor for equality is Marion Steff, who will:

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Headteacher
- Meet with the designated member of staff for equality *three times a 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 regarding any issues

3.3 The Executive Headteacher

The Executive Headteacher, Debra Hines, will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have 'due regard' when making a decision or taking action to whether it may have particular implications for people with particular protected characteristics

3.4 The Designated Equality Teacher

The designated member of staff for equality, Annamarie Godden, will:

- Monitor success in achieving the objectives and report back to governors
- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor three times a year
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

3.5 All staff

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 4.

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom and throughout the school
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

3.6 Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

We will publish this policy on our website to enable them to do this.

4. Eliminating discrimination

Joy Lane Foundation Primary 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.?**

Joy Lane Foundation Primary School has a designated member of staff, the Inclusion Manager, for monitoring equality issues, and an equality link governor (SEND Governor). They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

In order to ensure we eliminate any discrimination:

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The 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 actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Joy Lane Foundation Primary School aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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

Joy Lane Foundation Primary School aims to foster good relations between those who share a protected characteristic and those who do not share it through tackling prejudice and promoting understanding.

The school aims to foster good relations between those who share a protected characteristic and those that do and 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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to participate 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.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

Joy Lane Foundation Primary School ensures it has due regard to equality considerations whenever significant decisions are made.

Joy Lane Foundation Primary 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 with disabilities
- has equivalent facilities for all genders

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment. – training need and updated Risk Assessments required for new academic year to mee this objective.

8. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the [law and under the safer recruitment guidelines](#).
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer our Trust strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Raising a complaint

The normal arrangements for the treatment of complaints at Joy Lane Primary School are used for complaints about provision made for Equality. We encourage parents to discuss their concerns with the class teacher, a member of the Leadership team or the Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

9. Monitoring arrangements

The Inclusion Manager will update the equality information we publish, at least every year.

This document will be reviewed by the Equality Governor, Executive Headteacher and Inclusion Manager at least every 4 years.

This document will be approved by The Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy and information report
- Supporting Pupils with medical needs
- Health and Safety Accessibility plan
- Behaviour policy

Appendix 1.

Under the Equality Act, there are nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex

Incidents of discrimination based on:

- Disability
- Religion
- Gender and
- Nationality, Ethnicity or Race or Sexual orientation will be shared with the Governing Body at each full governing body meeting.

