



Lisle Marsden Church of England Primary Academy

Equalities Statement

Effective Date: October 2025
(adopted by Governors)

Review Date: October 2026

This procedure is non-contractual and can be amended by the academy at any time

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1. Aims

Lisle Marsden Church of England Primary Academy will promote equal opportunity and will not tolerate inequality in any area of the school's life or work. All will be treated equally and given equal access to the curriculum and life of the school. All will have equal opportunity to benefit from all that we offer. Our intention is to develop an ethos in which all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of our school life and learning.

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

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.

This document also complies with our funding agreement and articles of association.

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 academy, including to staff, pupils and parents
- 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

The Head teacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The equality link governor is Mr Jerry Woolner. They will:

- Meet with the designated members of staff for equality at least annually, 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

The Equality and Diversity Team will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor at least annually to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All academy 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 academy 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.

New staff receive training on the Equality Act as part of their induction, and all staff will receive refresher training as part of on-going professional development. The academy's Equality Team together with the equality link governor have responsibility for monitoring equality issues. They regularly liaise regarding any issues and make governors aware of these as appropriate.

5. Advancing equality of opportunity

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

- Removing or minimizing disadvantages suffered by people that are connected to a particular characteristic they have (e.g., pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim children, on request of parents, to be withdrawn from Collective Worship)
- 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 activities, including extra-curricular activities)

In fulfilling this aspect of the duty, the academy will:

- Publish attainment data on the academy website each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information on the academy website
- Publish data (when relevant) about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. How does Lisle Marsden CE Primary Academy comply with the Public Sector Equality Duty?

The academy has a range of policies which make explicit the academy's long-established commitment to actively promoting equality of opportunity for all. The main policies that deal with equality of opportunity are:

- Equality policy
- SEND policy
- RSHE policy
- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Supporting Pupils with Medical Conditions Policy

Lisle Marsden prides itself on being an inclusive school that cares for every individual child. The academy aims to foster good relations between those who share a protected characteristic and those who do not share it.

In doing so, we promote and deliver a range of strategies to ensure that we comply to the Public Sector Equality Duty. Some of these are:

- Active promotion of the academy's Christian vision and values whilst remaining inclusive, with a termly focus on a specific academy value
- Promoting the rights of each individual as outlined in the United Nations Charter through our academy vision, values, ethos, behaviour policy and curriculum content.
- Taking steps to meet the needs of individuals – for example, withdrawal from worship and RE
- Promoting tolerance, individual liberty, 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) education through Jigsaw, 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.
- Through the wider curriculum we will explore scientists, historians, artists, engineers, designers, sports personalities who represent the protected characteristics and this will be embedded within the curriculum
- Holding assemblies and acts of worship dealing with relevant issues and including recognized local, national and international themes, for example:
 - International Day of Peace
 - Black History month
 - World mental health day
 - Children in Need
 - Anti-bullying week
 - World environment day
 - World refugee day
 - Martin Luther King Day
 - International Women's Day
 - International Day of Persons with Disabilities
- Pupils will be encouraged to take a lead in assemblies and acts of worship and we will also invite external speakers to contribute
- Working with our local community. This includes leaders of local faith groups to lead acts of worship and organizing school trips and activities based around the local community. For example, visits to the local mosque
- Ensuring that the academy site is fully accessible for disabled pupils and parents
- Fundraising for, and raising awareness about the work of different charities, both locally and nationally as part of our Church School mission to promote courageous advocacy
- Monitoring and evaluating the attainment and progress of all pupils; looking at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it.
- Supporting all staff and children to reach their potential
- Interventions to maximize the progress of all groups of children
- Encouraging children to participate fully in all activities – for example; after school clubs, sport and lunchtime activities, creative arts experiences and sporting tournaments

- School Sport's Partnership events, and our Local Partnership of Schools' events: including specific events like curling, Boccia for SEND children, and enrichment activities for disadvantaged pupils
- Inclusive Sports' Day for all pupils in the academy
- Inclusive performances to parents: EYFS Nativity, Year 1 Carol Concert, Year 2 Big Sing, Ukulele performance, Recorder performance, Glockenspiel performance, end of Year 6 leaver' show, Class Assemblies, Year 4 Easter Show, Singing Club etc.
- SEND environmental support – sensory room and outside provision
- Mental health provision – nurture rooms and access to the well-being team
- Curriculum visits that meet the needs of all children, including residential visits
- Visitors from different faiths
- Active promotion of the academy Behaviour policy
- Active promotion of the academy Anti-bullying policy
- Pupil participation in responsibility groups such as School Council, Sports Leaders, Team Captains, Leaders of Light and Eco Committee

7. Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The academy 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.

8. Equality objectives (2023 – 2027)

Under the Public Sector Equality Duty (PSED) the academy is required to set Equality Objectives.

Our published information must be updated annually and objectives published at least once every four years.

Objective 1 - To ensure the academy actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

Objective 2 - To explore and understand the reasons for the disproportionately higher absentee levels of Pupil Premium eligible pupils and improve attendance rates of these pupils to above 95%.

Objective 3 - To raise the attainment and progress of disadvantaged children to close the gap with their peers in the academy, and achieve outcomes by the end of KS2 that are in-line with or exceed the attainment of 'all pupils' nationally in readiness for the next stage of their education.

Objective 4 - Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Objective 5 - To increase the number of external visitors to talk and work with the children from different cultures, faiths and employment.

9. Monitoring arrangements

The Governors' standards and Curriculum Committee will update the equality information we publish annually.

This document together with published equality objectives will be reviewed by the whole Governing Board at least every 4 years.