



## Lightcliffe C of E Primary School **Policies & Procedures**

Policy Title:  
**Equality Objectives  
2026 -2030**

<b>Approved on</b>	29 <sup>th</sup> January 2026
<b>Approved by</b>	Local Governing Board
<b>Last reviewed on</b>	February 2025
<b>Next review due</b>	1 <sup>st</sup> February 2027

# Lightcliffe C of E Primary Equality Objectives 2026 - 2030

## 1. Aims

Lightcliffe C of E Primary aims to meet its obligations under the Equality Act 2010 and 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.

The school applies the 2023 PSED guidance emphasis on proportionality, due regard at the point of decision, and monitoring actual outcomes.

## 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 & 2017, 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 school, 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 Co-Headteachers.

The Co-Headteachers will:

- Promote knowledge and understanding of the equality objectives among staff and pupils and provide appropriate access to training and support.
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. More generally, all school staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge and deal with any prejudice-related incidents that may occur.
- Identify and challenge bias and stereotyping in the curriculum.
- Support pupils in their class for whom English is an additional language.
- Keep up to date with equalities legislation relevant to their work.
- Give pupils the opportunity to have their voices heard with regard to equality issues.
- All staff have a collective responsibility for supporting the wellbeing of every member of the school community, recognising that a positive, supportive working environment is essential for enabling all staff to thrive personally and professionally.

#### **4. Eliminating discrimination**

At our school, we recognise that all members of the school and wider community are of equal value. 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 Equality and Diversity as part of their induction, and all staff receive refresher training at regular intervals.

#### **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 Special Educational Needs and/or 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 staff or pupils to pray at prescribed times).

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging pupils of all heritages/ethnicities to be involved in the full range of school activities).

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make available evidence of positive outcomes for specific groups, such as declining patterns of homophobic or transphobic bullying, alongside analysis that informs future preventative work.
- Publish further data about issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **6. Fostering good relations**

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging in line with the Christian ethos of the school. 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 or through reading class novels, pupils will be introduced to literature: from a range of cultures; which include people of different heritages or abilities; written by a range of authors.
- Holding assemblies (Collective Worship) 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.

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 with disabilities,
- Has equivalent facilities for all pupils.

The school keeps a written record 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 visit documents.

## 8. Equality objectives

**Objective 1: To continue to promote understanding and respect for diversity and equality.**

To achieve this objective we plan to:

- Embed a school vision/ethos which promotes Christian Values, British Values and equality, develops understanding, and challenges myths, stereotypes, misconceptions and prejudices (developing school links, links to places of worship and faith groups, themed days etc.)
- Actively promote mutual respect, valuing each other's similarities and differences and facing equality issues openly.

**Progress we are making towards this objective:**

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community. The monitoring system (CPOMS) used by the school enables the school to report data to the LGB.
- Staff challenge discrimination, stereotyping and promote equality in education, employment, training and career choice.
- To tackle stereotyping, bullying and harassment, we deliver PSHE sessions using the SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme and use collective worship to challenge the assumptions which underlie this behaviour. We also challenge anything that promotes gender stereotyping, racism and/or homophobic bullying.
- Religious Education and Collective Worship is used to explore various world religions, meaning of faith, shared values, celebration of other religious festivals.
- Lightcliffe Primary School is a 52Lives 'School of Kindness'. The whole school takes part in world Kindness Day as well as Random Acts of Kindness week led by our Kindness Ambassador.
- Pupils are recognised in their classes for demonstrating Christian Values, understanding and respect.
- Lightcliffe Primary School recognises that sports provision has to address the needs and preferences of all pupils, and indeed will be more likely to succeed if it does so. After-school sports clubs are promoted for all pupils to attend.
- Extra-curricular activities are open all pupils and the school makes appropriate provision for vulnerable pupils to ensure inclusion.
- Staff regularly undertake Prevent Duty training as well as the annual Keeping Children Safe in Education (KCSIE) training.
- Implementation of our Pupil Premium Strategy to ensure equality and equity for disadvantaged pupils.
- Utilise Sports Premium funding to provide opportunities for SEND, Pupil Premium eligible and girls' sports.

**Objective 2: Ensure that school promotes role models that young people positively identify with, who reflect and broaden the school's diversity in terms of heritage, gender and disability.**

**To achieve this objective we plan to:**

- Consider opportunities to promote diversity through all aspects of the school curriculum e.g. resourcing, study of historical figures, collective worship.
- Promote engagement of visiting speakers to school to broaden children's perceptions of equality and diversity.
- Ensure the school calendar reflects opportunities to reflect and remember the importance of diversity.

**Progress we are making towards this objective:**

- Curriculum content has been designed taking account of the context of our school, the diversity of Calderdale, and harnessing the values of equality; whilst equipping our children with the skills to challenge inequality and injustice both past and present. During any review of the curriculum, there is a commitment to upholding the values of diversity and equality.
- We are committed to PSHE, Christian and British Values supporting pupils' spiritual, moral, social and cultural development. Through our curriculum and other opportunities, we equip our pupils with the cultural and environmental knowledge and awareness they need, to succeed both in and out of school.
- Curriculum development includes the important role black people have played in Britain's history.
- An elected School Council actively works alongside members of the SLT to develop the school environment, taking into account the voice of the school community. Together, they appreciate how their small efforts can make a bigger difference within school.
- An UKS2 RotaKids club, supported by the Brighouse Rotary Club, continue to meet weekly and identify ways to support groups of people and communities through fundraising or advocacy. In the last 12 months, Rotakids have supported WWF, British Red Cross, Overgate Hospice and Children In Need.
- Lightcliffe C of E Primary have become members of Calderdale Valley of Sanctuary and achieved School of Sanctuary accreditation in July 2025. We continue to raise awareness of the experiences of people seeking safety and promote a culture of welcome across our school community.

### **Objective 3: Develop awareness and understanding of the different protected characteristics groups.**

#### **To achieve this objective, we plan to:**

- Undertake staff training on Preventing Sexual Harassment in the Work Place.
- Undertake Prevent Training.
- Provide regular analysis of any negative behaviour incidents to identify any potential patterns related to protected characteristics.
- Utilise Collective Worship opportunities to promote equality and diversity and tackle examples of discrimination for any protected groups.
- Respond to world news/current affairs (related to any individuals or protected characteristics) through Collective Worship and PSHE lessons.
- Engage with external providers to contribute to the PSHE programme of study across school.
- Engage with the School of Sanctuary to raise awareness of the issues facing people in the asylum system, challenge misconceptions and build social cohesion.
- Ensure that staff and pupils with disabilities or specific needs receive appropriate adjustments and support so they can access all aspects of their role/learning and maintain positive wellbeing.

#### **Progress we are making towards this objective:**

- SLT analyse CPOMS data related to negative behaviour incidents and report this to the LGB through Headteacher's reports and KPI documents.
- A rolling programme of staff CPD has been introduced to ensure all staff take part in equality, diversity and inclusion training including Prevent Duty and Preventing Sexual Harassment in the workplace.
- Our Collective Worship calendar focuses on a different Christian Value each half term. Opportunities to promote equality and diversity and tackle examples of discrimination are woven into the content delivered. Our Picture News resource for Collective Worship enables British Values and Rights of Children to be shared through the exploration of current affairs, moral and social issues.
- External providers such as NSPCC, SCARF and Open Minds Calderdale contribute to the PSHE programme of study across school.
- Each week all classes engage and respond to world news/current affairs (related to any individuals or protected characteristics) through Picture News (class worship) and PSHE lessons.
- Co-Headteachers attended the Diocesan Conference for School Leaders in November 2025, focusing on innovation, inclusion and integrity in education.
- We achieved the School of Sanctuary accreditation in July 2025, with the Refugee Week Committee presenting to Calderdale members in September 2025.
- Staff and pupils are supported with their identified needs outlined in professional reports, their reasonable adjustments actioned and wellbeing improved.

**Objective 4: Actively close gaps in attainment and achievement between pupils and all groups of pupils, particularly those with protected characteristics as defined by the Equality Act.**

**To achieve this objective, we plan to:**

- Monitor the achievement of all pupils, analysed by various characteristics, and use this data to raise standards and ensure inclusive teaching. Monitoring information helps us to see what progress we are making towards meeting our equality aims, in particular by allowing us to:
  - Highlight any differences between pupils from different groups.
  - Ask why these differences exist and test the explanations given.
  - Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different groups.
  - Take action to make improvements.
- Ensure our school recognises and values bilingualism. The languages and learning needs of bilingual pupils will be clearly identified and appropriate support identified and used.
- Train staff to deliver small group-work sessions to support targeted pupils.

**Progress we are making towards this objective:**

- We have clear procedures for collecting information on pupils' academic performance and those who may have social and emotional difficulties. All staff have access to information that may affect the pupils' learning and progress. Information is updated annually as a minimum and held in the class file and on electronic systems accessible to staff (CPOMs, FFT Aspire, Arbor).
- To monitor our pupils' attainment, we analyse information collected about pupils' performance and progress, by various categories, (e.g. gender, ethnic group, SEND etc.), analyse it and use it to identify/examine trends. To help interpret this information, we monitor other areas that could have an adverse impact on pupils' attainment such as exclusion, disability discrimination, racial harassment and bullying, curriculum, teaching and learning, reward and sanctions, support, advice and guidance.
- A school Senior Mental Health Lead is in place as well as a Pastoral Care Leader delivering 1:1 support and small group sessions to support identified pupils.
- Our school is a setting for Calderdale's Mental Health Support team, who advise on well-being, providing support for staff, pupils and parents.
- Where pupils whose first language is other than English, we make use of available technology to support communication and resources from The Bell Foundation to support teaching and learning.

## Objective 5: Promote equity in staff wellbeing and workplace experience.

To achieve this objective, we plan to:

- Ensure that staff with disabilities or specific needs receive timely adjustments and have equitable access to support, training, and wellbeing initiatives.
- Insist on high-standards of conduct to ensure a positive workplace experience for staff and visitors to our school.
- Provide training and resources to enable staff to undertake their duties with confidence.
- Encourage school governors to attend training to support headteachers with their wellbeing.

Progress towards meeting this objective:

- Wellbeing Action Support Plans (WASP) are completed where needed for staff who require adjustments to enable equitable access to the workplace.
- Trained Mental Health First Aiders among our staffing team are on hand to support colleagues and promote staff wellbeing.
- Senior Leaders have undertaken iAct mental health and well being training.
- Abbey MAT undertake staff wellbeing surveys to monitor the wellbeing of staff and take action to improve wellbeing.
- There is no expectation on our staff to read or answer email or Class Dojo messages sent between 5pm and 8am in the week, at weekends or during the school holidays.

## 9. Monitoring arrangements

We will review and update the equality information we publish at least every year to demonstrate how we are meeting the aims of the general public sector equality duty. Our objectives will be drawn up and published by the Governing Body at least every 4 years.

## 10. Links with other policies

This document links to the following policies:

Accessibility plan  
SEND and Inclusion Policy  
School information Report  
Medical Needs policy