

Lark Hill Community Primary School
EQUALITY SCHEME

2026-2029

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1. Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion, which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact with our school community is valued and respected.

It aims to promote equality of opportunity and eliminate unlawful discrimination harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010. It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; i.e., pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

Signed by the Executive Head teacher Name: Paula Warding Signed:  Date: July 2026

Signed by Chair of Governors Name: Jez Wisdom Signed: Date: July 2026

2. **Introduction**

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.
Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it, o Foster good relations across all characteristics[I] - between people who share a protected characteristic and people who do not share it.

To further these aims, the school should choose and publish equality objectives.

3. School Values, Ethos/Mission Statement

The school's mission statement is:

At Lark Hill we aim to ensure every child reaches their potential within a safe, secure and inspiring environment. We work hard to develop the values of personal responsibility and social awareness. We aim to achieve excellence through enjoyment. At Lark Hill all our work is underpinned by our core values - **Nurture - Achieve - Respect**.

The school works in partnership with Lewis Street and Christ Church CE Primary schools and share a partnership statement.

> Accountability and trust through 'partnership' provides better opportunities for all children through school-to-school support and challenge. At the heart of our provision is our mantra 'love, learn, discover'

[1] Groups of people are referred to having the following 9 protected characteristics: disability, age, sex), race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.

Lark Hill Community Primary School is committed to actively promoting the Core British Values and serving its community. We recognise that this includes challenging opinions or behaviours in school that are contrary to these core values. We recognise the multi-cultural, multi faith and everchanging nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Lark Hill Community Primary School is dedicated to preparing students for their adult life beyond the formal curriculum and ensuring that we promote and reinforce British Values to all pupils.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The four British Values are:

> Democracy
>
> The rule of law
>
> Individual liberty and mutual respect
>
> Tolerance of those of different faiths and beliefs, including those with no belief.

Lark Hill Community Primary School uses strategies within the National Curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Lark Hill Community Primary School strives to consistently embed British values.

4. School Profile

Lark Hill is an inclusive school where we celebrate differences and similarities that exist in our diverse community. Our school values of: Nurture, Achieve and Respect, underpin all aspects of the school's work. Lark Hill is a larger than average sized primary school with three classes per year group from Reception to Year 6. There is also a 60 place Nursery. The current SLT is part of a partnership across three primary schools consisting of the Executive Headteacher and three Heads of School. The schools work in partnership but are not federated.

The school has a SEMH (Social, Emotional and Mental Health) resource provision called 'The Oak'. The provision is for Key Stage 2 pupils with an EHCP for SEMH. The school has 'Place2be', an on-site therapeutic counselling service for parents, carers and pupils.

The proportion of pupils known to be eligible for FSM is well above average at 56%. The school is in quintile 5 (most deprived) for school deprivation. The number of pupils whose first language not/believed not to be English is well above average at 48%. The number of pupils with SEND support is above the national average 27% compared to 19% nationally. 7.2% of SEND pupils have a statement or EHCP, which is above with the national average of 4.1%.

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 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).

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 data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect their own pupils.

Our Equality Objectives, as agreed with our Governing Board are outlined below:

- To narrow the attainment gap between disadvantaged pupils and non -disadvantaged pupils nationally achieving combined at the end of KS2.

- To promote cultural development and understanding in relation to people within the protected characteristics through the curriculum and a rich range of experiences both in and beyond the school.

- To minimise incidences of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010.

- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum

6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.

Furthermore, we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

7. Community Cohesion

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

8. Human Rights

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation

- A democratic, participatory approach to school governance where all members of the school community are represented in decision making that affect them
- Systems to ensure pupils involvement in decision making about school life
- Rich learning experiences about human rights inside and outside of the classroom

9. Procurement & Commissioning

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

10. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Board, Executive Head teacher, Head of School, Leadership Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head of School will:

- ensure that staff and parents are informed about the Equality Scheme to ensure that the scheme is implemented effectively
- Encourage staff to give their individual equalities information in monitoring forms annually
- Through knowing the composition of the workforce, aim to identify any areas for development

manage any day-to-day issues arising from the Scheme whether for pupils or for the school as an employer

ensure staff have access to training which helps to implement the Scheme

- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness

- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing board will:

- designate a Governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the School Improvement Plan
- support the Executive Headteacher in implementing any actions necessary
- inform and consult with parents about the Scheme
- ensure that the action plans arising from the Scheme are part of the School Development Plan
- evaluate and review this Scheme on a termly basis.

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the scheme with the Executive Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Scheme as detailed in the school improvement plan

Parents/Carers will:

- have access to the Scheme
- be encouraged to support the Scheme

- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this Scheme which could directly affect their child

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them, including participating in workforce equalities monitoring
- be aware of the implications of the scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will:

- have the opportunity to contribute to the scheme
- be made aware of the scheme, appropriate to age and ability and how it applies to them be expected to act in accordance with the scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

11. Annual Report and Review

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice.

12. Feedback and Complaints

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact Diane Shannon at the school office.

Equality Objectives	Date agreed with Governors: 15th July 2026
	Review dates: July 2027 July 2028 July 2029

Equality Objective	Success Criteria	Evidence/data sources	Actions/Strategies	Responsible person	Timescale	Review/RAG
Narrow the attainment gap between disadvantaged pupils (FSM/PP) and non-disadvantaged pupils nationally at KS2 in reading, writing and Mathematics	Gap between PP and non-PP pupils achieving expected standard in RWM at KS2 narrows from 13% to no more than 5%. Termly pupil progress meetings evidence targeted intervention impact.	• KS2 SATs results (disaggregated) • Internal tracking data • Pupil progress meeting minutes • PP strategy impact review	Termly data analysis by PP status, ethnicity, SEND Targeted intervention programmes (reading/maths) Quality-first teaching focus via CPD PP strategy aligned to objectives Governor monitoring of PP outcomes	HoS / PP Lead / Assessment Lead	Termly pupil progress meetings Annual improvement trend	
Ensure the curriculum represents	Curriculum audit shows all year groups	• Curriculum audit (by subject/year) • Reading	Full curriculum diversity audit (texts, history, RE, PSHE,	Curriculum Lead / PSHE Lead /	Termly pupil voice ongoing	

diverse identities and protected characteristics in an age-appropriate way	encounter diverse role models and perspectives across subjects. 90%+ of Y3–6 pupils can articulate what protected characteristics are and why they matter (pupil voice).	spine/book audit • Lesson observation records • Pupil voice interviews • RSHE/PSHE planning docs	science role models) Reading spine reviewed — minimum representation targets Staff CPD on inclusive curriculum design Diversity calendar embedded in assembly programme Pupil voice captured annually (Y3–6)	Subject Leads	Annual audit	
Eliminate identity-based and discriminatory bullying	95%+ of pupils' report in annual surveys that they feel safe and that bullying related to protected characteristics is rare and dealt with effectively. All	• Annual pupil survey results •Bullying/incident log (disaggregated by type: racist, homophobic, disablist, sexist, faith-based) • Staff confidence survey • Governor reports • Parent survey data	Clear anti-bullying policy referencing all protected characteristics Staff CPD on recognising/responding to discriminatory language Pupil-led anti-bullying ambassadors Curriculum teaching on respect/difference		Termly pupil voice surveys	

	discriminatory incidents logged, investigated within 2 days, and reported termly to governors.		(PSHE/RSHE) Termly governor report on incidents by type Restorative approaches embedded			
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.	All classes deliver planned SMSC and equality learning opportunities. Curriculum planning reflects diverse perspectives and protected characteristics where appropriate. Pupil voice demonstrates that at least 90% of pupils understand	• Curriculum planning scrutiny • learning walks • assembly monitoring • book looks • pupil voice • staff feedback • governor reports.	Embed planned opportunities for pupils to explore equality, diversity, respect and inclusion through the curriculum, assemblies, collective worship, themed events and enrichment activities. Ensure each year group delivers at least one planned SMSC and equality-focused learning opportunity each half term. Provide staff with appropriate resources and guidance to support delivery.	Headteacher, PSHE Lead, RE Lead, Subject Leaders	September 2026 – July 2027, with termly review.	

	the importance of respect, inclusion and celebrating differences. School monitoring shows equality and diversity are embedded across the curriculum.					
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	All year groups deliver planned equality-focused learning opportunities throughout the year. Curriculum planning demonstrates that equality and diversity are embedded across	• Curriculum planning scrutiny • learning walks • book looks • pupil voice • behaviour logs • staff feedback • governor reports.	Plan and deliver age-appropriate learning opportunities across the curriculum that promote equality, challenge stereotypes and prejudice, and develop pupils' understanding of diversity, respect and inclusion. Use high-quality texts, PSHE, RE, assemblies and other curriculum subjects to explore protected	Headteacher, PSHE Lead, RE Lead, Subject Leaders	September 2026 – July 2027, with termly review.	

	relevant subjects. Pupil voice shows that at least 90% of pupils can explain the importance of treating others with respect, recognising and valuing differences, and challenging prejudice appropriately. A reduction in recorded incidents of prejudicial or discriminatory language and behaviour is evident through behaviour records.		characteristics and celebrate different cultures, identities and experiences. Provide staff with appropriate training and resources to support consistent delivery.			