

‘Where People Come First’

Equality Statement and Objectives

At Lutterworth High School our mission statement is ‘Where learning comes first.’ This reflects our aim to give every student an excellent educational experience. This can only be achieved by placing people first. Equality, diversity and Inclusion is critical to this aim.

Lutterworth High School 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

Objectives

Objective	Actions	Success criteria	Evidence	Responsibility
Curriculum The curriculum is ambitious and relevant.	Curriculum leaders consider in their development planning the importance of an ambitious and relevant curriculum for all students.	All students study an ambitious curriculum that is not narrowed or reduced. Curriculum Leaders can articulate how EDI has	Ebacc uptake and entry patterns presented to Achievement and Attainment Committee External review reports	AHT for Curriculum

<p>The curriculum develops an understanding of the modern world through the Lutterworth High School Curriculum Threads.</p>	<p>The Curriculum threads are embedded and students can see the diversity of career opportunities and can develop their understanding of the modern world.</p> <p>Subject leaders consider EDI when developing their curriculum intent</p>	<p>contributed towards their curriculum intent.</p> <p>Curriculum threads are evidenced in QA documentation.</p>	<p>Learning walks, work scrutinies and student voice</p>	
<p>Achievement and Attainment Lutterworth High School will actively close gaps in attainment and achievement for groups of students; especially students eligible for free-school meals, students with SEND, looked after children and students from a traveller background.</p>	<p>SLT closely monitor the performance of student groups and take effective action to close gaps.</p> <p>The Achievement and Attainment Committee will analyse and evaluate the achievement of student groups</p>	<p>Student groups perform in line with the rest of the study body and gaps are minimised or closed.</p> <p>Governors have a full understanding of the achievement of groups and the actions taken to remove barriers to achievement.</p>	<p>SLT minutes Progress monitoring data</p> <p>Achievement and Attainment Committee minutes</p>	<p>AHT for student outcomes</p>
<p>Religion and Culture Lutterworth High School will proactively take steps to develop students'</p>	<p>The assembly programme will incorporate major</p>	<p>Students have a secure knowledge and cultural</p>	<p>Student voice activities Assembly programme</p>	<p>DHT</p>

<p>understanding of different cultures and religions.</p>	<p>festivals from the world's religions.</p> <p>Visiting speakers will be encouraged and there will be opportunities to visit places of worship</p> <p>Divalli and Eid will be celebrated through communication channels and within school.</p>	<p>understanding of the world's faiths.</p>	<p>Media channels celebration – X (twitter)</p>	
<p>Student participation All students will have equal opportunity to participate and equality of experience in the co-curricular Emerald Way programme</p>	<p>The involvement of all groups of students in the Emerald Way programme will be monitored and reported to the Achievement and Attainment Committee.</p> <p>Girls will be given equal opportunity to experience rugby and football. Boys will have the opportunity to experience netball.</p>	<p>Students irrespective of background take a full and active part in the Emerald Way programme</p> <p>Students participate in training and fixtures. There is no bias in the quality of training and coaching between boys and girls.</p> <p>Boys and girls achievements are equally celebrated,</p>	<p>Participation data from the Emerald Way</p> <p>Training and fixture programmes</p> <p>Student and parent feedback</p> <p>Awards evenings attendance and programmes</p>	<p>DHT Director of the Co-curriculum</p>

<p>Staff recruitment Blind recruitment is introduced to remove any potential bias in recruitment decisions.</p>	<p>Identification details are removed from application forms prior to short-listing.</p> <p>Development of data capture of recruitment decision and applicant diversity.</p>	<p>Blind recruitment is in place for all short listing.</p> <p>Applicant diversity data is presented to the Personnel and Finance Committee</p>	<p>Applicant diversity data.</p>	<p>School Operations Manager</p>
<p>Counter negative stereotypes and misogyny Through the curriculum , PHSE and assemblies counter negative stereotypes and misogynistic messaging from social media</p>	<p>Challenging misogyny is included in the PSHE and assembly programme.</p> <p>Staff training on how to challenge misogyny and what action to take if they see or hear it.</p> <p>Student training on what they should do if they see or hear misogyny.</p>	<p>All students are aware of misogyny and how to challenge and report negative stereotyping. Staff report when they see or hear misogyny.</p>	<p>Long term and medium term plans</p> <p>Evidence of staff reporting concerns</p> <p>Student voice on how prevalent is misogyny in the school</p>	<p>DHT</p>
<p>Staff training Provide training for all staff and governors on equality and diversity.</p>	<p>Training delivered to staff and then reinforced through annual updates.</p>	<p>All staff and governors aware of legislation and the responsibilities of all stakeholders.</p>	<p>Staff training materials and attendance records.</p>	<p>Headteacher</p>

	GDS provide training for governors.	Staff have up to date awareness of EDI and use this awareness when making decisions and providing opportunities.	Attendance at Governor Development Service training.	
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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 headteacher

The equality link governors are Susan Campbell and Paula Henegan. They will:

- Meet with the Headteacher 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 regarding any issues
- Review the Equality objectives on an annual basis and present the progress on the objectives to the governing board.

The Headteacher and Senior Leadership Team have a responsibility for:

- In partnership with the Governing Board, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and action plan;
- Co-ordinating activities related to equality and evaluating impact;

- Ensuring that all who enter the academy are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination

All school staff have responsibility for:

- The implementation of the school's equalities policy and action plans;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010;
- Keeping up to date with equalities legislation by attending training events organised by the school or recognised training provider.

Monitoring arrangements

The Headteacher will review the objectives with the EDI governors. The school will update the equality information we publish at least every year.

This document will be reviewed by the Full Governing Board at least every 4 years.

This document will be approved by the Full Governing Board.