



EQUALITY OBJECTIVES

JANUARY 2026 - Version 3

REVIEW DATE – January 2030

Signed: 	Signed:  On behalf of the Governing Body
Headteacher's name: Christine Mitchell	Chair of Governors name: Damien Callagher
Date: 04/02/26	Date:- 04/02/26

1. Aims

Our 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

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](#).

3. Roles and responsibilities

The Management Committee 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- 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.
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4. Eliminating discrimination

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 Committee members 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 the Equality Act as part of their induction, and all staff receive refresher training/updates as required.

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 above 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 our own pupils

6. Fostering good relations

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 Personal Development education, but also activities in other curriculum areas.
 - Our school is committed to fostering good relations between all individuals and groups within our diverse school community. We actively promote a culture of **respect, trust and responsibility**, where everyone feels valued, safe and able to thrive.
 - Through our curriculum, policies and daily practice, we encourage **empathy**, celebrate **individuality**, and seek to **empower** all pupils to understand and appreciate difference. We believe that positive relationships are built through open communication, fairness and shared responsibility, and we challenge prejudice, discrimination and stereotyping whenever they arise.
 - Our **Personal Development curriculum**, delivered both in class and across the wider school experience, plays a central role in fostering good relations. It supports pupils to develop self-awareness, mutual respect and an understanding of equality, diversity and inclusion. Pupils are taught to recognise their rights and responsibilities, to respect others' beliefs, backgrounds and identities, and to contribute positively to the school and wider community.
 - We promote meaningful opportunities for pupils to work, learn and socialise together, strengthening relationships across different groups and encouraging cooperation, understanding and trust. By embedding our values into everyday school life, we aim to create an inclusive environment where all members of our community feel respected, empowered and able to succeed.
- Invite external speakers to contribute to meetings, assemblies and lessons
- Working with our local community. This includes 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, all pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures
- We have developed 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

- 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 boys and girls

8. Teaching and Learning

We aim to provide our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural background without stereotyping
- Use materials to promote a positive image of and attitude to towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behavior
- Provide opportunities for people to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality and diversity
- All subject teachers, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents / carers in supporting their children's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance on all pupils when planning for future learning and setting challenging targets
- Identify resources and training that support staff development
- Make best use of all available resources to support the learning of all groups of pupils

9. Learning Environment

There is a consistently high expectation of all pupils at Larches High School and all pupils are encouraged to improve their own achievements and not measure themselves against others.

Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.

- Adults at Larches High School will act as positive role models in their approach to all issues relating to equality of opportunity
- We will meet the needs of all pupils by carefully assessed and delivered programmes of work
- We provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used to throughout the school to ensure effective learning takes place for all pupils
- Consideration will be given to all aspects of the school physical learning environment

10. Curriculum

At Larches High School we will aim to ensure that:

- Planning reflects our commitment to equality in all subjects and cross curricular themes promoting attitudes to diversity and equality
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure all pupils have access to the curriculum by taking into account their culture, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognize attainment and achievement and promote progression
- Resources and materials used will reflect the reality of an ethnically, culturally and sexually diverse society. They will show positive images of society in a global context

11. Language

We recognise that it is important that at Larches High School all member of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

11. Equality objectives

Objective 1: Promote understanding and respect for differences.

Why we have chosen this objective: To eliminate discrimination by better educating our students and celebrating diversity

To achieve this objective we plan to: Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Celebrate festivals of a range of cultures and countries. Use events like World Cup, Olympics, WW1 centenary as an opportunity to explore other cultures.

Progress we are making towards this objective: Involvement of external speakers – Police – Hate Crime Team; curriculum plans – Humanities / RE / PSHE;

Objective 2: To recognise and support pupils with mental health issues and ensure they have the same educational opportunities as others, as per guidance around disability discrimination in education

Why we have chosen this objective: The school has a high proportion of students under CAMHS and suffering mental health difficulties. Some children suffering with mental health problems can be considered disabled under the Equality Act 2010. All schools are under an obligation not to discriminate against pupils on the grounds of disability.

To achieve this objective we plan to: give all pupils the opportunity to access counselling services in school and develop links with supporting agencies such as CAMHS

Progress we are making towards this objective: Designated Medical Health Lead; promote the link with CAMHS; personalised provision timetables which meet individual pupil mental health needs; referrals to NEST and other appropriate external agencies, CPD for designated staff, “Men at Work” – specific mental health needs of male pupils, School Counsellor;

Objective 3: Train all relevant staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: To demonstrate the school’s commitment to equality not only with its pupils but also the workforce.

To achieve this objective we plan to: ensure all identified staff and Governors complete the Lancashire Safer Recruitment Training

Progress we are making towards this objective: All SLT trained.

12. Monitoring arrangements

The headteacher will update the equality information we publish.

This document will be reviewed by headteacher at least every 4 years.

This document will be approved by Chair of Governors.

13. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment