



THE LAMMAS  
SCHOOL

## Equality Information and Objectives

Date: September 2022  
Review Due: September 2026

## 1. Background

Lammas School is a highly diverse and vibrant secondary school with sixth form provision located in Leyton, London. Ethnic diversity is extremely broad, the largest of over thirty separate ethnic groups being respectively White Eastern European (19%), Black Caribbean (12%) and Pakistani (11%).

The student body is similarly wide-ranging in regard to religion with families from the following faiths: Buddhism, Catholicism, Hinduism, Judaism, Islam, Rastafarianism and Sikhism learning alongside those of no faith.

## 2. Legislation and guidance

The Lammas School has obligations under the Public Sector Equality Duty (PSED) (as set out in the Equality Act 2010) to have due regard to the need to:

- Eliminate discrimination, harassment, victimization 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 protected characteristics within the Equality Act 2010 are Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity.

## 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 Head of School.

The Head of School will:

- Promote knowledge and understanding of the equality objectives among 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.

## 4. Eliminating discrimination, harassment and victimisation

We will not discriminate against, harass or victimise any pupil, prospective pupil, member of staff or any other member of the school community because of any protected characteristic. We will not tolerate any prejudice-related discrimination whether direct or indirect, and will treat any such incidents with the utmost seriousness.

All within the school community will challenge any type of discriminatory and/or bullying behaviour.

We will explore concepts and issues relating to identity and equality through the PSHE curriculum, the programme of assemblies and co-curricular activities.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year

## 5. Advancing equality of opportunity

The Lammas School aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

We will therefore:

- Collate and regularly analyse information (e.g. safeguarding, behaviour, attendance and attainment data) related to specific groups within the school community to identify any trends or patterns, and ensure that appropriate steps are taken to address any issues identified

## 6. Fostering good relations

The Lammas School instils in its pupils the importance of making a positive impact in the world, by showing empathy, respect and compassion to all. It is an intrinsic part of the education we provide our children, using the Griffin Learning Behaviours to underpin the activities of the school.

We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. This challenge will be delivered in a way that prevents discrimination, instead promoting inclusive attitudes.

The Lammas School recognises the importance of the use of language and high-quality resources in setting a tone and culture within the school. We ensure that staff, children and resources

- Use appropriate and accurate language referring to particular groups or individuals
- Do not consciously offend, transmit or reinforce negative stereotypes
- Use their words to lift others up, not pull each other down
- Reflect the reality of an ethnically and culturally diverse society and challenge negative stereotypes
- Provide balance to discussions
- Are accessible

## 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. Equality objectives

### **Objective 1 - Eliminate discrimination, harassment, and victimisation**

The Lammas School, and Griffin Schools Trust, are deeply committed to ensuring every member of our community is treated fairly. We demonstrate mutual respect between all members of the school. There is an openness of atmosphere, which welcomes everyone.

The Lammas School Culture and Ethos Policy serves to promote behaviours and mindsets in accordance with our equality objectives, and includes clear sanctions and robust procedures to address any behaviours that do not meet our high expectations.

All within the Lammas community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. Our Disciplinary and Capability Policy is such that any acts such acts are dealt with in a robust manner.

We actively plan to educate students and staff of highest priority with which we take the promotion of equality, and use the curriculum and co-curriculum to this end alongside taking the opportunity to celebrate and raising awareness of such events as Black History Month and LGBT Awareness dates. Pupils have opportunities to explore concepts and issues relating to identity and equality including religious and cultural identity, gender identity and sexual orientation in an age appropriate way.

As members of Stonewall, Lammas School has an identified staff lead to promote the awareness of the potential for victimisation of others due to sexual orientation.

### **Objective 2 - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it**

One of our core values, Empathy, demonstrates the Lammas commitment to making a positive difference in the world. We broadcast the message that this will be achieved by showing empathy, compassion and respect in all areas of our community and beyond. We seek opportunities to serve others in order to understand ourselves, our history and the power of kindness. We understand the importance of balance; intellectual, physical, and emotional—to achieve well-being for ourselves and others.

Proud Traditions, such as Founders Day, enable the discussion of, and support for persons who share a relevant protected characteristic. An example of this was a Trust and school wide act of solidarity for the Jewish faith, raising awareness of persecution, historic and present, and theming celebrations with the festival of Purim.

Lammas School, and Trust-wide policies clearly describe the commitment to protect and provide equality for persons of relevant protected characteristics. Equalities policies and practices are covered in all staff inductions. All temporary staff are made aware of policies and practices. Employment policies and procedures are reviewed regularly to check compliance with legislation.

Lammas School places high priority on the provision for special educational needs and disability. The school provides high quality support and uses individualised and frequently evaluated targets to secure equality of provision.

The staff profile of Lammas School reflects the commitment to equality of opportunity and support of this with relevant protected characteristics, with: 24% in the 20 to 29 years age bracket; 23% in the 30 to 39 years age bracket; 25% in the 40 to 49 years age bracket; 23% in the 50 to 59 years age bracket, and; 5% in the 60 to 69 years age bracket. 44% of staff are male and 56 % female with many ethnicities represented, including: British Asian; Bangladeshi; Indian; Pakistani; African; Caribbean; Black British; White British, and; Irish.

### **Objective 3 - Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

We recognise that it is important that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not consciously offend
- does not limit potential or expectation
- creates the conditions for all people to grow healthy self-esteem
- is accurate in referring to particular groups or individuals

The provision of good quality resources and materials within GST schools is a high priority. These resources:

- reflect the reality of an ethnically, culturally and sexually diverse society
- reflect a variety of viewpoints
- show positive images of all genders in society
- show positive images of different types of families, including same-sex parents,
- single parents and carer families
- include non-stereotypical images of all groups in a global context
- be accessible to all members of the school community
- actively combat stereotypes and provide examples of real role models

Lammas School works with parents/carers to help all pupils to achieve their potential and to become trusted partners in children’s education. All parents/carers are encouraged to participate fully in the life of the school. Members of the local community, including faith representatives, are encouraged to join in school activities in celebrating difference.

## **9. Monitoring arrangements**

The Head of School will update the equality information we publish, at least every year. This document will be reviewed by the Senior Leadership Team at least every 4 years. This document will be approved by the governing body.