

Littleover Community School



and Sixth Form Centre

Equality Information & Objectives Policy

September 2026

School Leader	Mark Pestell
Link Governor	James Law

Policy approved on (date):		23/09/2026	
By:	Governing Board	Signed:	

Last reviewed on:		15/09/2026	
By:	Mark Pestell	Signed:	

Date of next review:	September 2026
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Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values of Learning, Caring and Succeeding.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

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, students and parents/carers
- 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 governor is James Law. They will:
 - Meet with the designated member of staff for equality every term, 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

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality is Mark Pestell (Assistant Headteacher – Inclusion). They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor every term to raise and discuss any issues that need their attention and consideration.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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

The Senior Leadership Team have also completed training via The Key and this will also be refreshed as required.

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 related to socio-economic status, as evidenced through the school's Pupil Premium strategy document
- Removing or minimising disadvantages related to LGBTQ+ students and homophobic bullying via displays, assemblies, and the PSHE curriculum
- Facilitating restorative conversations and ensuring learning opportunities are provided for students who express derogatory views towards people who identify with a protected characteristic
- Minimising disadvantage for students and families with disabilities, specifically hearing impairments and visual impairments through staff training, access to specialist support, and adaptations at school events such as wheelchair accessibility and sign language interpreters
- Minimising disadvantage for staff with disabilities through reasonable adaptations such as adapted timetable, rooming, Occupational Health referral, adapted duties, and use of on-call to support medical needs
- Taking steps to meet the needs of people who speak English as an additional language through Bell Foundation accredited training and translation services
- Encouraging people who have a particular characteristic to participate fully in any activities. For example, ensuring the School Council is a fully inclusive reflection of the school community.

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

- Publish attainment data each academic year showing how students with different characteristics are performing via the Compare School Performance service
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information as evidenced through Senior Leadership team data reports (Assistant Headteacher – Assessment and Reporting)
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) as evidenced through Senior Leadership team reports (Deputy Headteacher – Behaviour and Attendance)

In addition to the information about students, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- [Gender pay-gap reporting](#) and other pay equality issues (this is a statutory requirement for schools with 250 or more employees)

We will also track but not publish information relating to:

- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Information from staff surveys and/or trade unions.

We will make sure that with any data we publish, or report on to staff, to show how we meet our equality duties, individual staff or students will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or students to preserve their confidentiality.

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 ethnicities, religions and cultures through different aspects of our curriculum and the LCS Way. 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/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. These will be planned out at the start of the year to ensure all values are addressed across each year group.
- Making students aware of our behaviour and anti-bullying policies
- Working with our local community. This includes facilitating requests from leaders of local faith groups to speak at assemblies and organising school trips and activities based around our school values.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds, including a committee made up of students with SEND.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. For example, the New Communities Achievement Team (NCAT) at Derby City Council.

Equality Considerations in Decision Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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:

- conflicts with religious holidays
- is accessible to students with disabilities
- has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) 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 risk assessment.

Equality Objectives

As a school, we are required to publish equality information every year:

- We must report pay gap information by 30 March each year
- We must report on at least 1 equality objective once every 4 years – we have chosen 1st February 2030 to be our deadline for this

OBJECTIVE 1

To ensure that the school approach to behaviour enables all students with SEND or are PP to understand positive behaviours and supports them to improve their behaviour over time

Why we have chosen this objective: At the time of writing this policy our students with SEND and PP students are over-represented in data relating to sanctions (negative points, detentions, Reflection referrals and suspensions)

To achieve this objective, we plan to: Explore alternatives to our current sanction systems with a focus of supporting students with SEND to regulate and understand the impact of certain choice and actions whilst also putting in place support to avoid repeat referrals.

Progress we are making towards this objective:

- Input at full staff meetings is planned throughout the school year around Inclusion which includes, but is not limited to, SEND, Behaviour, LAC & PLAC status students, ACEs etc. **(2025/26)**
- The detention system will be subject to ongoing review and adjustment to account for students that struggle to regulate in this environment. Reasonable adjustments to be made on a case by case basis. **(January 2026).**
- Learning Support is used, where appropriate, to accommodate students who have been referred to our Reflection base. Time is also allocated with their key worker to support their understanding for the reason they are out of circulation and to reintegrate them back into lessons. **(January 2026).**
- We established our Reset room to help manage emerging behavioural situations and to better address the needs of our students at times of dysregulation. **(February 2026).**

OBJECTIVE 2

To consider the lived experience of neurodiverse students and staff to ensure they are able to thrive in an inclusive school community

Why we have chosen this objective: Alongside a growing number of students who are neurodiverse we also have a number of staff with their own diagnosis of neurodiversity.

To achieve this objective, we plan to: actively seek and embed the voices of neurodiverse students and staff, using their insights to inform inclusive policies, environments, teaching practices, and support systems that enable everyone to feel valued, included, and able to thrive.

Progress we are making towards this objective:

- The SEND Committee supports this objective by gathering and amplifying the voices of neurodiverse students. The committee reviews school practices and the school environment through an inclusion lens which is fed back through School Council meetings.
- Reasonable adjustments supported by Occupational Health assessment, have been put in place to respond to the needs of neurodiverse staff. These include adapted meeting arrangements, duties, and increased line management support.

OBJECTIVE 3

We are committed to ensuring a fair recruitment process by implementing blind selection practices, removing identifying information from application so that all candidates are shortlisted based solely on their skills, experience, and suitability for the role.

Why we have chosen this objective: Our staff body is not fully reflective of our community in relation to ethnicity and race and we wish to ensure that we remove barriers to promote a fair and inclusive recruitment process.

To achieve this objective, we plan to: Implement 'blind selection practices' to our initial shortlisting process alongside adhering to equality practices outlined by DCC.

Progress we are making towards this objective:

- Linked Derby City Councils Equality Commitment to the Equality, Diversity and Safeguarding page on the recruitment packs.
- Clear signposting to the DBS sensitive application route for transgender applicants on the Equality, Diversity and Safeguarding page on the recruitment packs.

Monitoring Arrangements

The Senior Leadership Team will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the governing body and Senior Leadership Team at least every 4 years.

This document will be reviewed by the governing body annually, to ensure continued compliance with the PSED.

This document will be approved by the governing body.

Links with Other Policies

This document links to the following policies:

- Disability Policy & Accessibility Plan
 - Behaviour Policy
 - Equal Opportunities Policy
 - Risk Assessment
 - SEN Information Report
 - SEND Policy
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