



Respect for all. Learners for life

Lister Infant School

Equality Duty

2024-2027

October 2025 Update

EQUALITY DUTY

Respect for All. Learners for Life.

Safe and Happy School**OVERVIEW**

Our school is committed to equality both as an employer and a service-provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

AIMS

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

STRATEGIES

In our school:

- We try to ensure that everyone is treated fairly and with respect and that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We set our Accessibility plan objectives for a 3 year period and review the progress annually.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 188

Information on pupils by protected characteristics: The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability: The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Pupil Data on Special Educational Needs			Pupil Data on Gender		
	No Pupils	% School Population		No Pupils	% School Population
SEN Support	42	22%	Boys	84	45%
EHCP	2	1.1%	Girls	104	55%

Pupil Data on Ethnicity and Race							
	White British	White other	White European	White Asian	Portuguese	Chinese	Turkish
Boys	40	2	7	2	0	1	2
Girls	66	0	4	0	1	0	1
	Pakistani	Black Nigerian	Black African	White & Black Caribbean	Iraqi	Sri Lankan	Indian
Boys	1	9	0	1	0	1	2
Girls	2	7	3	0	1	5	1
	Afghan	Other ethnic group	Latin/South & Central American	Bangladesh	Any other Asian background	Arab Other	Black Other
Boys	4	3	1	0	3	1	1
Girls	4	2	0	1	2	2	0
	Libyan	White & Black African	Italian	Kurdish	Yemen		
Boys	1	1	0	1	0		
Girls	0	0	1	0	1		

Religion and Belief								
Christian	Muslim	Baptist	Other	No Religion	Jehovah's Witness	Hindu	Buddhist	Methodist
40	44	3	2	87	1	3	1	1
Jewish	Pentecostal	Roman Catholic						
1	1	4						

Our school looks at how we can help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we work to provide further information on the following groups of pupils:

Pupil Data Vulnerable Pupils		
	No Pupils	% School Population
	52	28%

OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about.

To provide a curriculum offer which promotes the whole school ethos of inclusion and equality for the whole school community:

1. improving self-regulation techniques to reduce dysregulation in pupils.
2. Improving the attainment of English as Additional Language and SEND.
3. Improving in house gaps of boys/ girls and Special Educational Needs and Non.
4. Ensure our communication methods supports all families and allows them to be fully included in school life.

HOW WE HAVE DUE REGARD FOR EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.
- We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.
- We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis.
- The Leadership Team of the school is concerned with closing in house gaps, this is reflected in the school's values.
- We give due regard for equality issues in decisions and changes we make.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

HOW WE ADVANCE EQUALITY OF OPPORTUNITY AND FOSTER GOOD RELATIONS

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability: We are committed to working for the equality of people with & without disabilities (SEND- Special Educational Needs and Disability)

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> • We set challenging targets to ensure our children with disabilities make good progress. 	<ul style="list-style-type: none"> • Our school admissions criteria which welcomes all pupils. • We work with a range of Nurseries 	<ul style="list-style-type: none"> • Children experience a positive start. • Parent voice shows that parents are kept well informed.

<ul style="list-style-type: none"> We provide good quality training for staff on inclusion. When required and as part of a graduated approach, we gain external advice and support from many different professionals We promote positive links with our parents. We provide training opportunities for parents to support children outside of school. There is a designated link Governor for SEND. Specific targeted support where appropriate. Annual reviews completed for EHCP (Education and Health Care Plans.) Termly reviews for children with Pupil Profiles. Liaising and working in partnership with a number of professional organisations. A wide range of resources stored in easily accessible locations. Accessibility plan developed with all stakeholders ensures every voice is heard and has impact. Pupil voice collected through school council, always representation within the School Council 	<p>ensuring transfer into Nursery/Reception is effective & as smooth as possible</p> <ul style="list-style-type: none"> We liaise with special schools in the City and beyond regarding effective provision Regular meetings with parents. We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience. We ensure that the curriculum and resources we use have positive images of disabled people. Training opportunities for parents, staff and governors. Parent voice collected as part of school procedures and fed into school development. 	<ul style="list-style-type: none"> Effective, positive relationships with parents, school and home working in partnership to support the child. Effective inclusion of children with disabilities in all aspects of school life. Pupil voice shows that our children with additional needs are happy in school. Captured in our pupil profiles. Parent voice shows that parents feel supported and are happy with provision. Data shows that SEND children achieve in line or better than National. All subject leaders have designed our curriculum offer to ensure it is diverse and inclusive. No Outsiders Principles and lessons embedded to ensure children understand diversity and respect it. Wellcomm assessment and intervention embedded in Early Years Foundation Stage to ensure children make accelerated progress in their language skills so they are ready for their next stage of learning. Extra-curricular offer monitored to ensure children are accessing all aspects of school life. We achieved the Inclusion Quality Mark. <p>NEXT STEP</p> <ul style="list-style-type: none"> Develop ICT provision in school to ensure access to all. Continue to monitor adaptations and ensure staff are confident in supporting SEND pupils. Continue to monitor attainment of SEND pupils as part of our assessment cycle. Embed the Zones of Regulation Training and curriculum to support pupil's self-regulation.
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Ethnicity & Race: We are committed to working for the equality of all ethnic groups

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> Initial assessments are completed promptly for new arrivals and learning plans are put into place, these may include targeted intervention. We identify appropriate provision and then monitor its impact. A supportive network, we use a variety of strategies to support our new families. Children are buddied up with a child within their class. We set targets to improve the attainment and progression rates of particular groups of pupils. We identify and address barriers to the participation of particular groups in learning and other activities. Pupil voice collected through school council, always representation within the School Council. 	<ul style="list-style-type: none"> We use ICT to support translations and communication with parents. An informal open door policy, staff are available at the start and end of the day. We continuously review our curriculum to ensure that it supports all pupils to understand, respect and value difference and diversity. We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures. We encourage parents to come in and share their experiences with all of our school community. We ensure that the curriculum challenges racism and stereotypes. Parent voice collected as part of school procedures and fed into school development. 	<ul style="list-style-type: none"> Children experience a positive start. Parents are kept well informed and they attend school events Effective, positive relationships with parents, school and home working in partnership to support the child. Pupil voice is monitored regularly as part of our cycle & it shows that all of our children are happy and safe in school. Parent voice is captured through parent questionnaires. No Outsiders Principles and lessons embedded to ensure children understand diversity and respect it. We celebrate all of the cultures and ethnic origins reflected in our school family through assemblies etc to aid feeling fully included and belong. Extra-curricular offer monitored to ensure children are accessing all aspects of school life.
		<p>NEXT STEP</p> <ul style="list-style-type: none"> Create a working party to explore our communication methods and calendar of events to ensure all families feel included and belong. Continue to include 'special events' which are pertinent to all of the cultures and ethnic origins reflected in our school family. Purchase NASSEA assessments to support on entry assessments and next steps. Continue to monitor attainment of all

		<p>ethnic groups as part of our assessment cycle.</p> <ul style="list-style-type: none"> • Increase our global links- making links with a school internationally to add to our curriculum offer.
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Gender: We are committed to working for the equality of both sexes

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> • We monitor the attainment and progress of all our pupils by gender. • We take a “Which boys? Which girls?” approach to address underachievement: neither boys nor girls are treated as homogeneous groups. • We set targets to improve the attainment and rates of progress of particular groups of boys and girls. • The School Council ensures both boys and girls views are represented. • Sports teams: these are represented by boys and girls. • We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities 	<ul style="list-style-type: none"> • Extended school provision is interest led, not gender led • We try to ensure we include positive, non-stereotypical images of men & women in the curriculum 	<ul style="list-style-type: none"> • At Key Stage 1 Boys and Girls achieve better than National data set. • In house, at KS1, Girls achieve better than Boys in Reading and Writing. In Maths Boys and Girls achieve equally well. (Data set 2024) • Early Years Profile data shows Girls/Boys achieve well. • The curriculum is enhanced by increased pupil voice. • All subject leaders have designed our curriculum offer to ensure it is diverse and inclusive. • No Outsiders Principles and lessons embedded to ensure children understand diversity and respect it. • Extra-curricular offer monitored to ensure children are accessing all aspects of school life.
		<p>NEXT STEP</p> <ul style="list-style-type: none"> • Further developing our pupil voice in the Curriculum to ensure it is meeting the needs of all. • Continue to monitor boys reading and writing to narrow the gap as part of the school’s monitoring procedures.

Religion & Belief: We are committed to working for equality for people based on their religion, belief or non belief

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> • We support our pupils to build their sense of identity and belonging through our whole school values • We promote inclusion for all our faith groups 	<ul style="list-style-type: none"> • We visit a range of places of worship in Liverpool as part of our RE curriculum • We have designated curriculum time within which children are encouraged to develop deeper thinking and reflection skills • We recognise and celebrate where appropriate to our context significant religious events from different religions 	<ul style="list-style-type: none"> • We have very few racist incidents • We have a well- resourced RE curriculum which supports the children’s understanding and experiences of the differing religions. • No Outsiders Principles and lessons embedded to ensure children understand diversity and respect it. • All subject leaders have designed our curriculum offer to ensure it is diverse and inclusive.
		<p>NEXT STEPS</p> <ul style="list-style-type: none"> • Continue to develop a range of visitors in to school to celebrate a range of faiths. Involvement of parents and families in extra-curricular and whole school events. Monitored by our working party. • Embed new NATRE scheme and monitor and adapt as necessary to ensure it promotes inclusion for all.

CONSULTATION AND ENGAGEMENT

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are:

- Annual Questionnaire - pupils, parents, Staff
- Focus specific questionnaires
- Consultation Evenings
- Informal morning/end of day chats
- Electronic comments received - e mail
- School Council
- Parent and Pupil surveys and consultations
- Working party for specific consultation with all stakeholders- parents, staff, governors.

OUR EQUALITY OBJECTIVES

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages; we felt it appropriate to have an objective for each group. We will regularly review the progress we are making to meet our equality objectives.

Date set	Type of group objective	Objective	Measure	Achieved date
Sept 2024	Disability	Embed the Zones of Regulation curriculum to support pupils to self-regulate. Termly review and development of provision maps, staffing and resources to improve attainment of our SEND pupils.	Reduction in children being dysregulated in school. Increase in staff confidence to support pupils to self-regulate. Pupil voice shows increased confidence in labelling emotions and having strategies to self-regulate. Parent voice shows increase in pupils regulating themselves at home due to Zones of regulation. Parents feel confident in supporting their child when dysregulated. In house gap has narrowed between SEND and Non SEND. Within EYFS, in house gaps reduced between SEND and Non SEND in communication language and literacy.	
Sept 2024	Gender	Close the in house gap between boys and girls in all areas. Termly review and development of provision maps, staffing and resources to ensure attainment of our English as Additional language boy pupils.	In house gap has narrowed between boys and girls in all areas. Increase in English as Additional Language Boys at the end of Reception and Key Stage 1 data set.	
Sept 2024	Religion	Further develop our curriculum offer using our working party to ensure parent and families feel represented and belong. Embed new NATRE scheme.	Pupil/parent voice questionnaires show children feel represented in the curriculum and empowered. Families feel an increased sense of belonging. New scheme embedded. Staff confident to deliver and pupil/parent voice is positive.	
Sept 2024	Ethnicity	Create a working party to explore our communication methods and calendar of events to ensure all families feel included and belong. Termly review and development of provision maps, staffing and resources to ensure attainment of our English as Additional language boy pupils.	Working party created. Communication methods evaluated and events reviewed and updated. Increase number of EAL boy pupils achieving Good Level of Development, Year 1 phonic check and end of Key Stage 1 data set.	

MONITORING EVALUATION AND REVIEW

This policy will be reviewed annually by the Governing Body and Senior Leadership Team

Date adopted	Sept 2024	Review Cycle	Annual	Last Reviewed	October 2025	Version	October 2025
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Ratified by Governors January 2026