



Shine like Stars



LOWDHAM C of E PRIMARY

Equality Information, Objectives and Diversity Statement

‘Shine like stars’

Love others – “My command is this: love each other as I have loved you.” John 15:12

Everyone join in – “How good and pleasant it is when God’s people live together in unity!” Psalm 133:1

Always do your best – “Work at everything you do with all your heart.” Colossians 3:23

Reach out – “Do to others as you want them to do to you.” Luke 6:31

Never give up – “I can do all this by the power of Christ. He gives me strength.” Philippians 4:13

**Lowdham CofE (Aided) Primary School
Equality and Diversity Statement**



Equality Information, Objectives and Diversity Statement

Intent:

- **Lowdham CofE Primary School** welcomes a diverse population of both pupils and staff.
- At **Lowdham CofE Primary School**, we believe that pupils, parents and carers, employees and all within our school community should have a safe and secure environment; free from discrimination, harassment and victimisation. We want **Lowdham CofE** to be a place where diversity is celebrated and where individuals feel valued and respected for who they are.
- In order to consolidate and build upon this diversity, it is essential that equality of opportunity and the absence of unfair discrimination be at the core of all the school's activities
- We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background.
- We aim to develop a culture of inclusion and diversity in which those connected to the school feel proud of their identity and able to participate fully in school life.

Implementation:

- The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:
 - Communicating its commitment to equality and diversity to all members of **Lowdham CofE Primary School** community;
 - Communicating where responsibility lies for equality issues;
 - Providing training for decision-makers and briefing for staff and pupils;
 - Maintaining mechanisms for implementation, monitoring, evaluation and review;
 - Taking positive action to redress any under-representation of particular sub-groups in the workforce;
 - Treating acts of discrimination as a disciplinary offence;
 - Consulting with unions, interested groups and individuals, internal and external.
- The Governing Body have responsibility for ensuring that the school operate within the legal framework for equality and for implementing the policy throughout the school. Discriminatory issues are dealt with by the appropriate committee.
- **Lowdham CofE Primary School** has an equality policy in place (see [website](#))
- We use our school data and school profile to identify and publish equality objectives.
- We use SIMs and national census data to identify protected characteristics and set our equality objectives.
- These are updated every three years but progress towards them is reviewed annually.

Impact:

- We will measure our impact against the following objectives.
- These will be reviewed regularly to ensure that they are met and having impact.



- To ascertain impact we will listen to all areas of the school community (pupils, parents, staff, governors)
- Our current objectives are:

Equality Objective One: Understanding and showing respect and appreciation of others' religious beliefs

Protected Characteristic: Religion

Why?

At present, the vast majority of pupils at **Lowdham CofE Primary School** are of the same (Christian) or of no religion. There could be the potential for prejudicial incidents based upon the lack of understanding of other people's faiths. We want to increase pupil awareness and understanding of different religions and faiths and help to develop positive attitudes towards people of different religions and faiths.

How?

- Extend the school uniform policy (including for PE) to cater for varying religious sensitivities
- Carry out an annual whole school PSHE/RSE unit of work focussed on difference and diversity
- Link to British Values – a golden thread through subjects across the curriculum
- Embed the new RE curriculum, following the Nottinghamshire agreed syllabus to focus on a deeper understanding and acceptance of varying faiths
- Curriculum Link Governors and Anti-Bullying Governor will visit the school on a regular basis to review policies and practice and to hold the school to account

HOW	COMMENTS	RAG
Extend the school uniform policy (including for PE) to cater for varying religious sensitivities	See latest uniform policy	
Carry out an annual whole school PSHE/RSE unit of work focussed on difference and diversity	We teach PSHE through HeartSmart in every class 6 every half-term.	
Link to British Values – a golden thread through subjects across the curriculum	MBV is evident in classrooms and the hall through displays. It is a reminder in every collective worship on Mondays.	
Embed the new RE curriculum, following the Nottinghamshire agreed syllabus to focus on a deeper understanding and acceptance of varying faiths	Curriculum embedded – we use the Notts agreed syllabus and the Understanding Christianity unit in all year groups.	
Curriculum Link Governors and Anti-Bullying Governor will visit the school on a regular basis to review policies and practice and to hold the school to account	We are part way through the Diana Award for anti-bullying. This needs to be completed along with a specific focus for each area.	



Equality Objective Two: Promote positive attitudes towards race equality

Protected Characteristic: Race & Ethnicity

Why?

At present, our school community has very little racial diversity and this is also true of our immediate surrounding area. Data shows that this is an area for development within the wider community and we want to do all we can to reduce the risk of prejudicial incidents or extremism. As a result, the children will display positive attitudes towards the promotion of race equality and there should be no incidents of the inappropriate use of language related to race equality.

How?

- Carry out an annual whole school PSHE/RSE unit of work focussed on difference and diversity
- Link to British (and school) Value - RESPECT- a golden thread through subjects across the curriculum
- Involve Pupil Voice in carrying out Pupil Interviews across school to gather perceptions on their current understanding/views
- Continue to have a zero-tolerance approach to incidents relating to the use of inappropriate language related to race, and ethnicity equality
- Curriculum Link Governors and Anti-Bullying Governor will visit the school on a regular basis to review policies and practice and to hold the school to account

HOW	COMMENTS	RAG
Carry out an annual whole school PSHE/RSE unit of work focussed on difference and diversity	This is done through our HeartSmart units and covered in all year groups.	Green
Link to British (and school) Value - RESPECT- a golden thread through subjects across the curriculum	We look at this area in our Monday collective worship as a reminder and come back to it in specific PSHE lessons. We also have a person of interest assembly where we share a diverse range of people and what they've brought to the world.	Green
Involve Pupil Voice in carrying out Pupil Interviews across school to gather perceptions on their current understanding/views	Pupil voice takes place in every subject throughout the school. When leaders do this, they always check on our values and safety. Need to do a specific PV regarding diversity.	Yellow
Continue to have a zero-tolerance approach to incidents relating to the use of inappropriate language related to race, and ethnicity equality	See bullying and racism folder. There are very few incidents of this but they are dealt with swiftly and effectively if they occur.	Green
Curriculum Link Governors and Anti-Bullying Governor will visit the school on a regular		Yellow



basis to review policies and practice and to hold the school to account				
Reviewed and ratified by Governing body	Spring Term 2025			
Next Revision (Please highlight as appropriate)	Annual	Biennial	Tri-annual	
To be reviewed	Spring Term 2026			