

Wood End Primary School



Working Together Today for a Brighter Tomorrow

Equality Information and Objectives

Approved by: Full Governing Body

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1. Aims

Wood End Primary 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 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 daily 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.

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 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.

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
- 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 (e.g. encouraging all pupils to be involved in the full range of school clubs)

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

- Maintain attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above attainment data to determine strengths and areas for improvement and implement actions in response

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 RE 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, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and 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. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

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: Continue to develop children as respectful citizens who recognize differences as positive working towards a harmonious community.

To achieve this objective, we plan to: engage children in PSHE lessons, assemblies and reflection sessions to develop their understanding that differences are positive. Promote restorative practice.

Impact: Pupil voice demonstrates an understanding that differences are positive and can be celebrated – it is okay to be different.

Pupil voice demonstrates a respectful curiosity about others in our school community.

Objective 2: To develop opportunities for children to share views in a safe environment.

To achieve this objective, we plan to: develop weekly contemplation time, use worry box, use PSHE sessions, facilitate PSHE questionnaires twice annually, gather pupil voice for different aspects of school life

Impact: Children recognise the importance of allowing others to have perspectives, which may differ from their own and share their own views in a respectful manner.

Objective 3: To develop children's language for communication skills to support them in articulating their thoughts.

To achieve this objective, we plan to: develop physical oracy skills, promote the development of oracy across the curriculum

Impact: children are increasingly confident in oration

Objective 4: Continue to develop children's aspirations for their future careers

To achieve this objective, we plan to: allow children to set short-term aspirations, provide opportunities to discuss careers dependent on children's specific interests, Display of children's current career aspirations created access to speakers who have followed different career paths.

Impact: All children should believe that they can have opportunities to have a successful career in the future

Objective 5: Review our whole school approach to inclusion which reflects our ethos and beliefs

To achieve this objective, we plan to: Review inclusion policies, review accessibility plan, SEN CPD, mental health & wellbeing CPD (including Zones of Regulation), further develop adapted teaching methods.

Impact: Children with additional needs are engaged in learning, access is provided to prevent barriers to educational progress.

Objective 6: Develop a curriculum with which the children can connect themselves.

To achieve this objective, we plan to: Staff to set expectations of making links between strands of learning across the curriculum including cumulative knowledge from previous years and children's everyday life.

Impact: Pupil voice demonstrates that all pupils are increasingly able to make links between their current learning, previous learning and their everyday life.

9. Monitoring Arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

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

This document will be approved by the governing board