

‘Growing together, Learning forever’



**Woodstone Community
Primary School
Equality information and
Objectives**

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1. Aims

Our 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. Protected characteristics = sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.
- 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Rebecca Walker (Chair of Governors)

They will:

- Meet with the designated member of staff for equality twice a year 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor twice a year to raise and discuss any issues. 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.

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.

The school has an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse data each academic year showing how pupils with different characteristics are performing and use this analysis to determine strengths and areas for improvement, in response.
- Identify and publish equality objectives at least every four years
- Publish an action plan designed to facilitate the achievement of these objectives, to include a review of progress towards these objectives each year.

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, 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 where needed, to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

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

Equality objective 1: *To monitor and analyse pupil data by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.*

Why we have chosen this objective:

We feel that it is important that any significant gaps between pupils at Woodstone are addressed and that appropriate support is put in place in a timely manner.

To achieve this objective we plan to:

Analyse 18/19 progress data and establish what gaps if any exist between pupils with the protected characteristics named above.
Ensure that any significant gaps are addressed in the appropriate section of the SDP e.g. English development plan/ Maths development plan/ SEND development plan and suitable actions identified.
Ensure a regular review of the relevant development plan and record progress towards narrowing the gap, modifying the plan where necessary.

Progress we are making towards achieving this objective:

Equality objective 2: *To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.*

Why we have chosen this objective:

We feel it is important to ensure that all children and parents are fully engaged in learning and school life at Woodstone Primary School, to ensure equity and fairness for all.

To achieve this objective we plan to:

Begin to collect data related to parents and children with protected characteristics who attend school events and clubs.
Analyse this data and establish whether there are any significant findings e.g. are parents with a particular protected characteristic e.g. a disability, less likely to attend school events? Are children with a particular protected characteristic less likely to engage in after school clubs e.g. do less boys than girls attend cross country club?
Take steps to narrow any identified gaps e.g. if less boys attend cross country than girls, how can we encourage more boys to attend?

Progress we are making towards achieving this objective:

Equality objective 3: *To provide training for all staff and governors on equality and diversity.*

Why we have chosen this objective:

We feel it is important that we establish a regular pattern of training for staff and governors on equality and diversity.

To achieve this objective we plan to:

Make links with groups that may be able to provide training on specific protected characteristics e.g. Stonewall, faith groups, the school nurse.
Establish a regular pattern of training.
Incorporate 'equality and diversity training' into the induction programme for new staff.
Provide in house training, to ensure all staff and governors are aware of their legal and moral responsibilities.

Progress we are making towards achieving this objective:

9. Monitoring arrangements

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

This document will be reviewed by the Welfare, Behaviour and Safety Committee at least every 4 years.

This document will be approved by the Welfare, Behaviour and Safety Committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy