

# Wood End Primary School



Working Together Today for a Brighter Tomorrow

## Equality information and objectives

**Approved by:** Standards Committee

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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, 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 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, prospectus and code of conduct 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.

### **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.

## **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:** To broaden children's experiences of role models from different backgrounds

**To achieve this objective we plan to:** actively seek opportunities to introduce role models from different backgrounds to the children in different capacities (eg. volunteer readers, speakers in assembly)

**Impact:** Children see people from different backgrounds as role models

**Objective 2:** To develop opportunities for children to share views about local topics in a respectful environment.

**To achieve this objective we plan to:** establish a school improvement forum for children

**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:** commission CPD programme through Educational Psychology service / NHS speech and language service

**Impact:** Increased numbers of children are actively engaging in dialogue with teachers and peers to progress their learning. Limitations in language development do not present as a barrier to educational progress.

**Objective 4:** To develop children's ability to seek resolutions

**To achieve this objective we plan to:** support children in developing language to communicate their feelings to peers

**Impact:** Children are able to express themselves clearly to a peer when a situation is not acceptable for them as a first means of improving a problematic circumstance.