

**Woodlea Primary School**  
**Equality Information and Objectives - Public Sector Equality Duty (Updated September 2018)**

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Schools should consider age as a relevant characteristic in their role as employers, but not in relation to pupils

**The General Duty**

Public bodies have a 'General Duty' to

- Eliminate 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.

**The Specific Duties**

- Publish information showing that they have complied with the General Duty
- Publish evidence of the equality analysis undertaken
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives

## WOODLEA PRIMARY SCHOOL EQUALITY PLAN 2018

### The Specific Duties – Information Showing the School has complied with the General Duty

Duty	Actions Taken
<b>Eliminate conduct that is prohibited by the Act</b>	<p>We have reviewed our school profile underlining the need for equality and inclusion in a school that is relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural.</p> <p>The school has achieved the Inclusion Quality Mark and is working towards the UNICEF Rights Respecting Schools Award.</p> <p>There are very few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic). Those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</p> <p>The school has an Equal Opportunities Policy in place and the current required Equality Schemes and Disability Access Plan.</p>
<b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b>	<p>Pupils who have additional needs are well supported in our school and they make progress in line with or better than expectations.</p> <p>There are established and effective monitoring systems in place to track pupil attainment. Groups and individuals are tracked where necessary.</p> <p>Teachers intervene to prevent incidents of poor behaviour or bullying, and incidents are logged and followed up. The vast majority of pupils report that they feel safe in school, and that their views are listened too.</p> <p>Our Anti-Bullying and Behaviour Policies have recently been reviewed with pupil and parent engagement.</p>
<b>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</b>	<p>Equality and Inclusion are central to our school ethos. There is a strong focus on shared values enabling pupils to reflect on their own attitudes and behaviour. There are opportunities in Assemblies and in PSHE, as well as other special days and weeks to learn about difference and diversity, both in our own community and others including the global dimension. Cross-curricular links provide additional opportunities to explore issues.</p> <p>Pupils participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year.</p> <p>We continually seek to improve communication with all our stakeholders and seeks to provide access to information in a range of media, including the new VLE.</p> <p>Our school council is democratically appointed and is reflective of the existing diversity of the school community. The pupil voice is strong.</p>

### The Specific Duties – Publish Evidence of Equality Analysis Undertaken

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy is reviewed annually. Pupils have been surveyed this year regarding bullying and behaviour. Playground monitoring records and the detention log are monitored informally on an ongoing basis, and formally once each year. Class teachers keep records of any significant behaviour issues.	There are no adverse trends evident in the implementation of this policy. Significant behaviour issues remain the exception rather than the rule.
Anti-Bullying	Annually reviewed by LMT & Governors. Pupils support the policy in their roles as buddies and playground leaders. All classes played an active role in anti-bullying week culminating in a whole school assembly which was also attended by members of the governing body.	Head teacher is the named anti-bullying co-ordinator and maintains a log of bullying incidents. Parent questionnaires have suggested some parents would like more information, so anti-bullying week included an information booklet sent home to all parents including details of policy and information about anti-bullying week activities.
Equal Opportunities	Reviewed annually by Governors.	Policy has been reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education, Collective Worship & SRE Policies	These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE (2017-2022). Our RSE policy has been ratified by Governors and materials are shared annually with parents.	The collective worship policy identifies how values are at the heart of all assemblies and these include key events and figures from world religions. The curriculum for different year groups includes aspects of equality and diversity e.g. One World Week; Chinese Dragon Day.

Learning and Teaching	Learning and Teaching is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through careful planning and differentiation. The policy is reviewed regularly by staff and ratified by Governors. There are regular lesson observations by teachers and termly strategic visits by governors.	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations have a regular focus on equality issues.
Safeguarding	A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice.	An annual audit is carried out by the HT and Chair of Governors and any areas for development highlighted. There are procedures in place for new staff and regular visitors in addition to annual updates for all staff.
Recruitment	Reviewed annually by Governors and updated as appropriate. Measures to ensure compliance with the new requirements of the Equalities Act have been in place for some time, and this is kept under review whenever recruitment takes place.	Policy links closely to the Equal Opportunities policy and reflecting the new requirements around Health-Related questions in applications etc.

### The Specific Duties – Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are increasingly involved in decision making procedures of the school. There is a democratically appointed School Council, but also opportunities for class and group consultation and questionnaires etc.	The vast majority of pupils report feeling safe and well-looked after in school. There are almost no reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupil feedback is listened to and, where possible, their views are acted upon.
Staff	Staff are regularly consulted on a range of issues with through meetings, Inset, briefings etc. We aim to establish a culture of openness and shared accountability so that everyone is able to make a contribution to improving pupil outcomes and well-being.	Staff feedback is taken into account in all aspects of school life. Staff identify needs for ongoing training and there have been recent training opportunities for all staff in managing pupil behaviour and identifying ways in which all pupils can feel engaged and part of the school community.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings. There is a link Governor for Anti-bullying, SEN and for safeguarding.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school. They are actively involved in the life of the school, both strategically and in its daily life. Governors are invited to an annual Inset day in September and other relevant training.
Parents	Parents are regularly invited to contribute to the development of school policy and practice through the newsletter and through an annual questionnaire. Parents of pupils on the SEN register receive an additional questionnaire to enable them to comment on this particular area.	Parents recognise our commitment to inclusion. We respond to feedback from parents and continue to seek ways to strengthen quality communication.
Local community	Strong links have been established with the local church, Woldingham Wives Group and the local Horticultural Society.	The school celebrates Christmas and Easter at church, and the clergy are regular visitors, supporting our work through assemblies. We visit the local Woldingham Wives Group with our choir and take part in the termly Horticultural Society shows. We also participate in an annual competition in the Woldingham magazine and have supported local litter pick initiatives. All these things help to strengthen our culture of respect, caring and tolerance.

## Equality Objectives

Equalities information will be updated annually and progress towards our objectives will be monitored and reviewed every year. In line with legislation, the objectives will be re-published formally, at least every 4 years.

Objectives set: July 2018

Objectives reviewed: July 2019

Objectives re-published: July 2022

Objective	Which group(s) with protected characteristics will this benefit/	Actions and who will be involved?	Timescale	Which general duty/ies will it address?	How will we measure our success?
To promote cultural development and understanding through a rich range of experience, both in and beyond the school	Disability, Gender, Race, Religion or belief, Sexual orientation,	Programme of visits to include places of worship and larger towns and cities  Senior Leadership Team, RE subject leader,	Visit and visitors programme set by Sept. 2019 Termly visitors	Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	Pupils will have a wider experience of a divergent society Children understand that they are part of a multi- faith society and learn the values of other religions
To ensure the school environment is accessible as possible to all pupils, staff and visitors.	Disability, Gender,	Keep accessibility plan up to date (see plan) SENCo, Governors	Ongoing	Advance equality of opportunity between people who share protected characteristics and those who do not	All pupils able to access learning and environment
To eradicate prejudice related bullying in relation to the protected characteristics listed in the	Disability, Gender, Race, Religion or belief, Sexual orientation,	Update system for recording incidences of discriminatory behaviours. Systems ensure swift	Ongoing	Eliminate unlawful discrimination, harassment and victimisation and other conduct	No recorded incidents of specific name calling i.e. homophobic/ racist improve everyone's

Equality Act 2010		identification of any issues, prompt and effective action involving parents where necessary and comprehensive recording.		prohibited by the Act.	understanding of the implications of homophobic name calling Parents will work with the school to eliminate
Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children	Disability, Gender, Race,	Modify provision in order to meet all children's needs and interests. Introduce more specific interventions for English and Maths Improve parental Class teachers, SENCo, parents	Ongoing – see SDP	Advance equality of opportunity between people who share protected characteristics and those who do not	The gap between SEN pupils and non-SEN pupils will be narrowed