



Woodlea Primary School

Equality Information and Objectives Policy

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1. Introduction

Equality of education is a fundamental right for all members of the school community. Through this policy we aim to ensure that individual diversity is valued and rights and beliefs are protected, respected and tolerated. To do this we must make it an integral part of our thoughts, words and deeds. This policy is intended to have a direct and positive impact on the ethos of the school.

Through this Equality policy, the school seeks to ensure that no pupils, staff, parents, guardians or carers, or any other person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This must include the protected characteristics identified within the [Equality Act 2010](#).

2. Aims & Values

This policy sets out our school aim and approach towards meeting its obligations under the Public Sector Equality Duty (PSED) 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.

Protected characteristics make up a part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act. The protected characteristics are:

- Age
- Disability
- Race
- Sex
- Gender reassignment
- Maternity or pregnancy
- Religion or belief
- Sexual orientation
- Marriage and civil partnership (for employees)

Our school aims to promote respect for difference and diversity in accordance with our vision and values. Our vision at Woodlea Primary School is to develop every child to be **Ready for Life**. We seek to develop children holistically so that they are ready for the wider world.

We aim to achieve this through our three core aims:

- Enable individual **academic** success.
- Develop creative skills through broad learning experiences.
- Foster an emotional understanding of ourselves and others.

and our four core values: Resilience, Caring, Curiosity and Respect.

3. 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](#) and must be read in conjunction with this Act.

This document also complies with our funding agreement and articles of association.

The Act makes it unlawful for the governing body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Legislation under the Disability Discrimination Act (DDA)

Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Schools also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. The school's [Accessibility Plan](#) can be found on the school's website.

4. Roles and responsibilities

The local governing board will:

- Ensure that the equality information to meet the equality duty 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.
- Ensure that the schools sets and publishes at least one specific and measurable equality objective every four years. This objective should show how the school intends to improve equality in a specific area, but it does not have to publish detailed evidence of ongoing compliance.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Mrs Bail. They will:

- Meet with the designated member of staff for equality at least once 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 among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- ensure all staff know their responsibilities and receive training and support in carrying these out.

The designated members of staff for equality (SENDCo and Diversity Lead) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor at least annually to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs and deliver training as necessary.

All school staff are responsible for:

- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping.
- promoting equality and avoiding discrimination against anyone.
- keeping up to date with the law on discrimination and taking training and learning opportunities.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

The role of Parents/Carers is to:

- support the School's Equality Policy.
- uphold the commitment made by the school on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
- work collaboratively with the school community so a strong and consistent message is delivered about appropriate behaviour.
- take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils are expected to:

- Support the school to achieve the commitment made to tackling inequality.
- Report prejudice-based incidents to a trusted adult.

5. 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 and new staff receive training on the Equality Act as part of their induction, while all staff receive refresher training annually.

The school has a designated equality team for monitoring diversity and equality, and an equality link governor.

The school reviews its curriculum to ensure it is inclusive and continually expands its use of books, activities, and materials that represent diverse backgrounds. We also regularly review our resources displays, language and the environment to eliminate discrimination.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Maintain high expectations for all students, regardless of background, fostering a growth mindset and resilience.
- Using a variety of assessment and teaching methods to accommodate different learning styles, making learning accessible to all students.
- Providing equitable access to learning materials, technology, and extracurricular activities to ensure all students have the tools they need to succeed.
- Identifying students who may need additional support and provide tailored assistance, such as tutoring, special education services, or language support.
- Promoting a safe and supportive school environment by implementing strong anti-bullying policies and fostering a culture of respect.
- Creating buddy systems where older students support younger peers, fostering inclusion and social support networks.
- Implementing fair and an unbiased behaviour policy to avoid disproportionate impacts on certain groups of students and promote restorative practices over punitive measures.
- 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 and activities).
- Engaging parents and guardians from all backgrounds through accessible communication channels, parent workshops, and regular updates.

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 the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

7. 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, citizenship 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 promote collaborative work of different groups. 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. We also seek to work with parents to promote knowledge and understanding of different cultures.
- We seek to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

8. 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.
- Needs adaptations to support children with specific needs.
- Provides accessibility for all children.

9. Specific reference to groups covered within the Equality Act 2010:

Race:

- Recognising the level of ethnic diversity within the local community, it is an aim of the school to reflect the cultural diversity of the wider community, promoting awareness and understanding.
- It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any form of behaviour that discriminates on the basis of race, religion, colour or culture. All incidents of a racially motivated nature will be thoroughly investigated, and appropriate sanctions applied. All incidents will be recorded as prejudice related incidents and a record will be maintained by the Headteacher. Support, respect, sympathy, and understanding are shown to the victim. Following investigation and in appropriate circumstances, parents are informed by the senior member of staff if their child is either a perpetrator or victim.
- Where there are reported incidents of this nature appropriate sanctions and support are applied.

Religion or belief:

- It is the right of students, staff, parents, governors and visiting community members to not be treated differently on grounds of their religion or belief.
- Students are encouraged through a comprehensive Religious Education programme to explore a range of religions and to encourage tolerance and acceptance of others who have differing religions or beliefs.

Pregnancy & Maternity:

- Protection for pupils from discrimination or less favourable treatment because of pregnancy is new under the Equality Act 2010. The school will ensure if the situation arises within the school that pupils are given support and the school ensures quality provision is made in this instance.
- The school recognises that a pregnant pupil would present primarily as a safeguarding and child protection issue and would be sensitively dealt with according to those policies. All support would be given to enable the pupil's education to continue successfully.

Sexual Orientation:

- Woodlea School operates a PSHE curriculum which supports pupils to address relationships in all forms.
- Staff are trained in addressing issues around homophobic bullying and given the skills to deal with it if it occurs within the classroom or around the school grounds.

- All incidents of homophobic or transphobic bullying are taken seriously and dealt with by the Senior staff. The leadership team is able to identify through this system if prejudice related bullying is on the rise and react accordingly. All incidents will be recorded as prejudice related incidents and a record will be maintained by the Headteacher.
- The school ensures that all gay, lesbian, transgender or bi-sexual students, or the children of gay, lesbian, bi-sexual, or transgender parents are not singled out for different or less favourable treatment from that given to other children.

Sex/Gender:

- As a fully inclusive mixed gender school, we ensure that students of one sex are not singled out for different or less favourable treatment given to other children.

10. Monitoring arrangements

The Local Governing Body/Link Governor, in conjunction with the headteacher, will update the equality information we publish, at least every year.

The objectives outline in part 2 will be reviewed and updated by Local Governing Body/Link Governor and Headteacher at least every 4 years.

This document will be approved by the Local Governing Body

11. Links with other policies

This document links to the following policies, all of which can be found on our website:

- [Accessibility plan](#).
- [Special Educational Needs Policy](#).
- [Behaviour Policy](#).
- [Staff Code of Conduct](#).

Part 2 Equality objectives reviewed and updated 2024

Objective 1	To eradicate prejudice related to the protected characteristics listed in the Equality Act 2010
Why we have chosen this objective:	We have chosen this objective as recent news, local and world events have presented a high level of prejudice towards people with a range of protected characteristics.
To achieve this objective we plan to:	Ensure our PHSE curriculum continues to be updated to support teachers in educating children about prejudice. Use a wide range of resources quality resources specifically published to support teachers in response to events both in and out of school. Ensure our systems of reporting incidents of discrimination lead to swift action. Annual staff training.
Progress we are making towards this objective:	<i>CPOMS is used to record incidents which might indicate discrimination. We act on incidents swiftly and review any learning needs which might be needed to improve knowledge and understanding. Training has taken place for EDI.</i>

Objective 2	Actively close gaps in attainment and achievement between pupils and all groups of pupils, especially students eligible for free school meals, students with special education needs and disabilities and children who are looked after.
Why we have chosen this objective:	To advance equality of opportunity between people who share protected characteristics and those who do not.
To achieve this objective we plan to:	Carry out gaps analysis for all pupils. Have high expectations for progress for all pupils. Adapt teaching and provision to ensure addressing gaps and meeting needs. Adapt provision to ensure access to learning for all pupils. Use SEND classroom evaluation tool and provision audit to evaluate practice.
Progress we are making towards this objective:	<i>We continue to adapt provision to close gaps. Data still shows this is variable. Staff have had training on Autism, PDA, ADHD, vocabulary teaching.</i>

Objective 3	To ensure our curriculum content, resources and teaching materials ensure diverse representation and provide positive role models for all protective characteristics.
Why we have chosen this objective:	It is vital that children learn about difference, particularly in a community where they might not meet many people from different cultures and race. But also so all our pupils have role models beyond white British.
To achieve this objective we plan to:	Review curriculum. Appoint a diversity lead to support subject leads to evaluate curriculum content and resources. Ensure displays represent a diverse community. Assembly content to be planned to ensure themes and materials ensure diverse representation. Ensure books are diverse in content, theme and the characters.
Progress we are making towards this objective:	<i>Displays which were not representative of a diverse community have been removed. New displays celebrating the cultures and backgrounds of all pupils have been installed. New books have been purchased to ensure guided reading and whole class texts are more diverse. Diversity lead in place.</i>

Objective 4	To ensure the school environment is as accessible as possible to all pupils and visitors.
Why we have chosen this objective:	Advance equality of opportunity between people who share protected characteristics and those who do not
To achieve this objective we plan to:	Ensure the accessibility plan is reviewed and updated annually
Progress we are making towards this objective:	<i>Provision for driving into school in place for families who have specific needs. Classroom environments and displays are design to reduce stress through over stimulus – hessian background. All lower ground areas are accessible, alternative routes available. Additional breakout space is now available to provide for children with additional needs.</i>