

Warstones Primary School



Equality Objectives

September 2021-25
Reviewed January 2023

Inclusion



Equality Objectives

Every Child Matters Every Day!

1. Aims

1.1 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
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

2. Legislation and Guidance

2.1 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.

2.2 This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and Responsibilities

3.1 The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout each 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.

3.2 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.

3.1 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

4.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

4.2 Where relevant, our policies and prospectus include reference to the importance of avoiding discrimination and other prohibited conduct.

4.3 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 any minutes taken.

5. Advancing Equality of Opportunity

5.1 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

- 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)

5.2 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 above data to determine strengths and areas for improvement, implement actions in response and publish this information

6. Fostering Good Relations

6.1 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 deal with tensions between different groups of pupils within the school. For example, our school councils have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in school activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures and British Values.

7. Equality Considerations in Decision-making

7.1 The school ensures it has due regard to equality considerations whenever significant decisions are made.

7.2 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 when planning school activities, the School actively considers equality duties and asks themselves relevant questions. This is recorded in the risk assessment when planning school trips and activities.
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8. Equality Objectives

Objective 1:

INTENT: Develop a culture of inclusivity in school for all stakeholders.

IMPLEMENTATION: Ensure there is no discrimination in recruitment, admissions or in day to day expectations in school. Encourage a culture of acceptance and tolerance throughout school. Implement a Well Being Charter across school (input from all stakeholders).

IMPACT: All stakeholders are confident that school is a safe place to be themselves and are accepted and supported to thrive.

Objective 2:

INTENT: All children are in a position to achieve to their own potential.

IMPLEMENTATION: Ensure the needs of all children regardless of ability, disability, gender, sexuality, ethnicity, culture or social background are recognised and supported as far as possible. Analyse attainment data termly and specifically at the end of the year, to identify any group of children not achieving and identify why, putting in provision to support this.

IMPACT: No child feels discriminated in any form and has equal access to the curriculum and any opportunities in school to achieve.

Objective 3:

INTENT: All children have access to extra curricular activities if they wish to.

IMPLEMENTATION: Staff leading clubs ensure it is accessible to any child and make considerations to ensure there is equal opportunity to take part, particularly in activities representing school.

IMPACT: All children feel valued and proud of their contribution to school and community.

Objective 4:

INTENT: Identify specific barriers for learning faced by SEND/PP children and develop strategies to support.

IMPLEMENTATION: Staff kept informed by SENCO/PP lead of children in their class and their needs or circumstances and to support staff as needed. Review PP action plan and update as necessary to meet the needs identified. Regular monitoring of data and well being with staff/Family Worker to ensure all available support is accessed.

IMPACT: All staff understand and have capacity to support individual disadvantaged children and they are able to make maximum progress possible.

9. Review

9.1 The Headteacher will update the equality information we publish at least every year.

9.2 This document will be approved by the Headteacher.

9.3 This document links to the following policies:

- Accessibility plan
- Equality Policy
- Risk assessment templates

September 2021

Signed:

Chair Of Governors

Date: