



Wooden Hill Primary and Nursery School



Equality Policy Containing Equality Objectives

Approved by:	Governing Board	Date: 23.5.2024
Next review due by:	May 2028	
Signed Headteacher:		
Signed Chair of Governors:		

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
- 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 Clare Barnes. 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.

The designated members of staff (SEND and PPG Leads) for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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.

The school has a designated member of staff for monitoring equality issues, and 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 specific groups of pupils (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of specific groups of pupils (e.g. adapting the school timetable or providing specific resources/provision).
- Encouraging specific groups of pupils to participate fully in any activities (e.g. encouraging all pupils to be involved in school clubs, school council etc) In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how specific groups of pupils are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

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, 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 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 work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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	Target groups	Action	Monitoring & Evidence
To close the gap in attainment for vulnerable groups.	Pupil Premium children SEND children	<ul style="list-style-type: none"> ○ Track children carefully ○ Plan effective quality first teaching ○ Monitor attendance and address ○ Staff training into effective teaching of SEND children ○ Introduce pre learning tasks and specific interventions ○ Provide interventions/resources ○ Enrich curriculum through visits/visitors and experience 	Insight - Tracking data IEP, Personalised plans and Pupil progress meetings EWO
To monitor and analyse pupil achievement and attendance by groups and act on any trends or patterns in the data that require additional support for pupils.	All specific groups of pupils	<ul style="list-style-type: none"> ○ Analyse published and in-house data. ○ Track pupil achievement for specific groups. ○ Adapt to planning to reflect the data. 	Insight - Tracking data Planning Lesson observations Pupils' books SLT monitoring

Objective	Target groups	Action	Monitoring & Evidence
To ensure that all pupils are given similar opportunities with regards to school clubs and activities.	All specific groups of pupils	<ul style="list-style-type: none"> ○ Keep a record of children attendance of clubs (All PPG and Service). ○ Relaunch and promote school clubs. ○ Offer potential free spaces for children to attend after school clubs and holiday clubs. ○ Encourage children from a range of backgrounds to become more involved in school clubs. ○ Staff awareness of the different groups represented within the school. ○ Provide alternative enriching provisions for children who don't attend the Yr 6 residential. 	Clubs records Pupil / parent feedback (annual questionnaires) PPG Intervention Tracker Needs Analysis
To tackle prejudice and promote understanding in relation to people with differences.	All children	<ul style="list-style-type: none"> ○ Continue to develop the school's PSHE curriculum ○ Promote anti-bullying week ○ Celebrate a range of events/festivals from other cultures (Black History Month, Religious festivals, displays and visitors) ○ Include a diverse range of role models and key figures within the curriculum – including Careers Week. 	Planning Lesson observations SLT monitoring Anti-bullying, racist incident and behaviour logs

9. Monitoring arrangements

The Headteacher / Deputy Headteachers will update the equality information we publish, at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by the full governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy