

Equality information and objectives policy

Watcombe Primary School



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1. Aims

Our school aims to meet 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as aspiration, confidence, respect and responsibility.

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
- › 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
- › 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 among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Jennie Carter

The designated member of staff for equality will:

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

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

The school has a designated member of staff for monitoring equality issues. They regularly liaise with senior leaders and governors 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 minimizing disadvantages suffered by people that 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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)

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

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 1

To develop a curriculum which is fit for purpose that recognizes and embraces the differences of the children within the school and the diversity of the wider population of this country and others worldwide.

Why we have chosen this objective:

Our curriculum is the main tool in promoting and celebrating differences and as such should be maintained and adapted to maintain relevance with the changing world.

To achieve this objective we plan to:

- Recognize the needs of children and families and use this information to inform decisions
- Acknowledge that society is enriched by ethnic diversity, culture, faith, age disability and the life choices of its citizens.
- Engage internal and external expertise to enhance our curriculum.

Progress we are making towards this objective:

Awareness of diversity and equality has been increased throughout our curriculum, with subject leaders looking specifically at the cultural heritage of authors, artists, scientists and historical figures and their prevalence within the curriculum. Then using this information to create more diverse and equal representation.

Objective 2

To eradicate the use of all discriminative language used by pupils in school especially focusing on homophobic, racist and sexist language.

Why we have chosen this objective:

We wish to create a culture of inclusivity for all in our school and feel that the misuse of these types of language are often used in a 'casual' way. In addition, under the Equalities Act some language could be considered illegal.

To achieve this objective we plan to:

Ensure that all staff and pupils challenge and call out uses of homophobic and sexist language within the school, define and promote being an ally and ensure pupils know, understand and refrain from using such language across the school.

Progress we are making towards this objective:

We have engaged with external organizations and events e.g. NSPCC Speak Out campaign, have complete No Room for Racism workshops and support visits from the police.

Objective 3

Ensure all staff and pupils (on leaving school) have a sound understanding and appreciation of the nine protective characteristics and the importance of being an 'active bystander'

Why we have chosen this objective:

The nine characteristics have become more prevalent in society and it is important that pupils have an awareness of them in readiness for the next stage of their education. Also to improve the experience of any of our community who associate with one or more of the protected characteristics and to encourage greater participation as an ally from our pupils within school and beyond. This is also the law and stakeholders need to understand the potential consequences to these actions.

To achieve this objective we plan to:

- Teach pupils about the nine characteristics
- To ensure staff receive training annually

Progress we are making towards this objective:

Assemblies and changes to wider the curriculum have begun to expose children to the protected characteristics. Engagement with external organizations and initiatives e.g. anti-bullying week and black history month.

Objective 4

Increase the representation of teachers from local Black and minority ethnic communities over a 4-year period (from this July 2024 to July 2028), so that this group increases from 10% to 25% of the teaching workforce.

Why we have chosen this objective:

We need to ensure that our staff body better reflects the student body in terms of ethnic heritage to ensure that learners see strong representation in our profession. This is not positive discrimination; the best candidate will always be appointed regardless of their background.

To achieve this objective we plan to:

We will review our advertising process to ensure that high calibre colleagues are attracted to work in our school.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

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

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- Relationships Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy