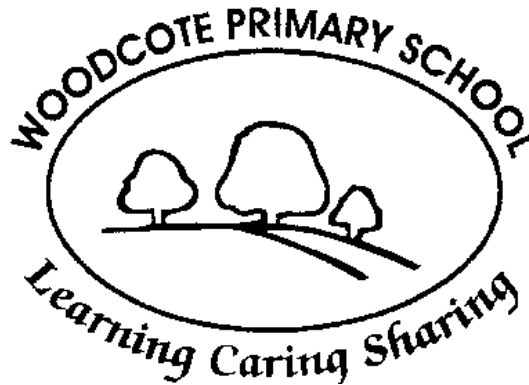


Woodcote Primary School

Equality Policy



Date Adopted: November 2023

Date to be reviewed: November 2027

With an interim review in 2025

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The General Equality Duty created by the Equality Act 2010, sets out the equality matters that the school needs to consider when making decisions that affect pupils or staff with protected characteristics. This duty has three elements:

In carrying out their functions public bodies are required to have 'due regard', when making decisions and developing policies, to the need to:

1. "eliminate discrimination, harassment, victimisation or other conduct that is prohibited by the Equality Act 2010
2. advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. foster good relations between people who share a protected characteristic and people who do not share it."

Having 'due regard' to the need to advance equality of opportunity is further defined in the Equality Act 2010 as 'having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation where it is disproportionately low.'

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

A separate equality link governor has not been appointed by the Governing Body, however the responsibilities listed below will be undertaken by the Safeguarding or SEN Governor. They will:

- Meet with the head or another relevant member of staff, for example the SENDCo for equality every term, to discuss any issues and how these are being addressed
- Ensure they are 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 SENDCo and Deputy Head will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor / Chair of Governors when necessary to raise and discuss any issues if they arise

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 the action plan (final page of this document.)

Eliminating discrimination

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

Where relevant, our policies are updated to 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 Headteacher monitors equality issues along with the safeguarding governor. They liaise regarding any issues and make the senior leadership team and Full Governing Body aware of these as appropriate.

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 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 (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 clubs)

In fulfilling this aspect of the duty, the school will:

- Publish relevant 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
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or racial bullying)
- Publish further data about any issues associated with particular protected characteristics (those protected in law: religion, sexuality etc.), identifying any issues which could affect our own pupils

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 where appropriate
- 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 where appropriate
- We will actively seek to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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 all genders

The school will report impact decisions to the Safeguarding Governor to be recorded to show we have actively considered our equality duties and asked ourselves relevant questions. The report is made by the member of staff organising the activity and is reported in the Governor minutes with the completed risk assessment.

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](#).

Monitoring arrangements

The Safeguarding Governor and the Headteacher will update the equality information we publish at least every year.

This policy document will be reviewed by The Equality Governor and the Headteacher at least every 4 years and will then be approved by the Governing Body.

Action plan for 2023 -2027

Target	Action	How the impact of the action will be monitored	Responsible person(s)
To ensure that all pupils make progress including vulnerable groups and individuals.	Monitor and analyse pupils' achievement by race, gender and disability (and other relevant vulnerable groups) where possible and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support.	Assessment Leader SENCO Senior Leadership Team
That there are sufficient opportunities with the school's curriculum to address equality issues.	Ensure that the curriculum promotes role models whom pupils may identify positively with and that these reflect the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement.	Subject Leaders
The school environment promotes diversity.	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity and disability.	Monitor pupils' responses to the school environment in pupil surveys or via school council meetings and class PSHE discussions	Headteacher
All pupils are encouraged to make a positive contribution to the life of the school community.	Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations, sports and other extra-curricular activities	Analysis of participation rates.	Headteacher
To help our children to understand others and value diversity.	Ensure opportunities are given to discuss diversity within the curriculum. Ensure that the values underpinning the school's ethos are actively promoted by all staff	Monitor responses to other pupils through pupil discussions and plan accordingly for further discussions, support or information sharing if needed.	All Staff