



**Woolpit Primary Academy**

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## **Equality Policy and Objectives December 2020**

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Signature	
Date	<b>December 2020</b>
Comments	

## **This policy covers:**

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### **1.1 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

### **1.2 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](#).

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

### **1.3 Roles and responsibilities**

The governing body 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 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
- 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.

#### **1.4 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 every September as part of the Keeping Children Safe in Education and Safeguarding Updates

#### **1.5 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 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 and activities)

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

- Gather data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement and implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

## 1.6 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
- Working with our local community. This includes inviting leaders of local faith groups to speak, 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. 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

## 1.7 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 1.8 Equality objectives

**Objective 1:** *Undertake an annual analysis of data and trends with regard to SEND pupils, gender, mobile and Pupil Premium by July, and report on this to the governing body.*

Why we have chosen this objective: Our key groups of pupils fall into SEND, gender, mobile pupils and Pupil Premium Pupils.

To achieve this objective we plan to: Gather and analyse the data for all pupils annually and look for trends in these key groups. Keep evidence of their progress and impact and ensure where possible it is in line with other pupils across the school.

Progress we are making towards this objective: Please see head teacher reports to governors (termly), School Development Plan, SEND report, PPG review and plan for spending, Sports Premium Funding document, Insight tracking.

**Objective 2:** *Narrow the gap in pupils who have prior lower attainment and the rest of the school.*

Why we have chosen this objective: Prior lower attainers are a focus group for this academic year as data analysis has shown that these children do not make as much progress as other groups of pupils.

To achieve this objective we plan to: Monitor and track pupil data termly and discuss in pupil progress meetings. Record intervention impact.

Progress we are making towards this objective: Pupil Progress meeting data (termly), Insight Tracking, Intervention Impact Grids.

**Objective 3:** *Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities*

Why we have chosen this objective: We have very few pupils from minority ethnic and faith groups, so it is important that they get an understanding of the beliefs and lives of different groups of people and develop a respect towards others.

To achieve this objective we plan to: Plan in a wider range of visitors, speakers, educational visits for the school. Use the Emmanuel projects in RE to develop an understanding of faith groups. To plan opportunities for additional learning experiences (e.g. inter-faith day) for all pupils.

Progress we are making towards this objective: See SIAMS SEF, School Development Plan, RE scrapbooks.

**Objective 4:** Raise awareness of being respectful to all people around the school and reduce the number of incidents and reports.

Why we have chosen this objective: Behaviour and Incidents where children have been disrespectful is seen as an ongoing issue by parents, pupils and parents need to raise their awareness of what school expectations are, including our new behaviour policy and how to reduce these incidents.

To achieve this objective we plan to: Monitor incident and actions taken following, teach children how to be respectful in every day life and through PSHE/PATHs and participate in anti-bullying week to raise awareness.

Progress we are making towards this objective: Pupil/parent perceptions of behaviour in the school will be more positive. Reduced incidents.

## **1.9 Monitoring arrangements**

The headteacher will update the equality objectives, at least every year.

This document and objectives will be approved by governors annually.