

Equality Policy and Objectives



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Woolpit Primary Academy
Equality Policy and Objectives

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Date – May 2025 – 2028

Date Approved by Governors – July 2025

Review Frequency – Annually

Reviewed By -

Signature

Date-

Comments-

Reviewed By –

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Reviewed By –

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This policy covers:

- 1.1 Aims
- 1.2 Legislation and guidance
- 1.3 Roles and responsibilities
- 1.4 Eliminating discrimination
- 1.5 Advancing equality of opportunity
- 1.6 Fostering good relations
- 1.7 Equality considerations in decision-making
- 1.8 Equality objectives
- 1.9 Monitoring arrangements

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 head teacher

The head teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify 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 1.8.

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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in 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 in 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 RAW group (Rights at Woolpit) 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

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. Use internal monitoring, to 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 headteacher reports to governors (termly), School Development Plan, SEND report, PPG review and plan for spending, Sports Premium Funding document, Insight tracking.

Objective 2: Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, by increasing understanding of pupils from different ethnic backgrounds

Why we have chosen this objective: We have very few pupils from minority ethnic and faith groups, so it is important that our pupils 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. The use of PATHS to improve acceptance. Assemblies that focus on celebrating inspirational people who have protected characteristics and those who do not. Ensure the curriculum looks at human rights.

Progress we are making towards this objective: School Development Plan, RE scrapbooks, Assemblies, PATHS, curriculum that includes human rights.

Objective 3: Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, by increasing understanding of pupils with SEND

Why we have chosen this objective: We have a high number of pupils in the school with SEND and EHCPs (more than National Average) due to this some of these pupils have reasonable adjustments that help them to be successful in school (e.g. Bluetac to fiddle with, nurture afternoons). It is important that pupils have an understanding and acceptance of people with different needs to them.

To achieve this objective we plan to: Plan in PATHS lessons which link to this objective. RAW

meetings to encourage children who are leaders to promote ideas. Assemblies which focus on celebrating diversity, SEMH, acceptance and differences. Introducing 'The Cove' to the children in the school. Upskilling teachers in Therapeutic thinking.

Progress we are making towards this objective: School Development Plan, Assemblies, PATHS, Therapeutic thinking, nurture groups (setting up The Cove).

1.9 Monitoring arrangements

The head teacher will review and update (where appropriate) the equality objectives, at least every year.

This document and objectives will be approved by governors annually.