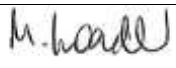


Woodthorpe CE Primary School

Equality Policy and Objectives

2024-2025

Version	Date	Narrative	Minute number	Review Date
1	16.9.23	Adapted from model policy	FGB011223.15	Autumn 2024
2	26.11.24	Updated with new objectives	LAC261124/6	Autumn 2025
Signed				Date
Headteacher			Matt Loader	12.11.24
Chair of Governors			Sue Beckett	26.11.24

Policy Statement

Introduction

At Woodthorpe CE Primary School, we welcome our duties under the Equality Act 2010.

We believe in our duty and will be proactive in working to:

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
- advance equality of opportunity between those who have protected a characteristic and those who do not;
- foster good relations between those who have a protected characteristic and those who do not.

Objectives

The objectives of this policy are to:

- develop an ethos which respects and values all people
- actively promote equality of opportunity
- prepare pupils for life in a diverse society
- promote good relations amongst people within the school community and the wider communities in which we work
- eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour
- deliver equality and diversity through school policies, procedures and practice
- do our utmost, within available resources, to remove barriers which limit or discourage access to school provision and activities
- take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations
- monitor the implementation of equality and diversity within the school
- set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals.

Legal Framework

[The Equality Act 2010](#)

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)

Under specific duties, proprietors of academies are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the Public Sector Equality Duty.

The [Public Sector Equality Duty](#) came into force across Great Britain on 5 April 2011. It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

Policy

The school will fulfil its Public Sector Equality Duty by drawing up and publishing equality objectives every four years and annually publishing information demonstrating how we are meeting the aims of the Public Sector Equality Duty.

The school welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We fully embrace that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Guiding Principles

School-level policy and practice is proactive and reflects the following nine principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take into account differences of life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

- gay people as well as straight
- transgender people

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight
- transgender people

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum/Teaching and Learning

Equality and diversity are embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore differences in relation to race/ethnicity, religion/belief, gender, disability etc. This is implemented through a diverse and exciting curriculum, which is carefully planned and monitored. Assessment data will be used to monitor the progress of particular groups. Particular attention will be given to identified trends in performance, in order that any patterns can be challenged and met.

Stereotyping will be challenged through Collective Worship, class discussions and through visual displays around the school. When considering particular roles and responsibilities all children will be considered equally.

Our school vision, ethos and curriculum aims to develop a deep understanding of differences and diversity between people in our school, our community and globally.

Children show respect for others in their contributions in many areas of the curriculum, including RE, and in their responses to Picture News discussions. All interactions in school are grounded in mutual respect. Discrimination and disrespect are not tolerated, and our children know and fully support each other in this.

Children uphold the dignity of their classmates through respecting their ideas and viewpoints because this is modelled consistently by staff. The RSE curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately. We ensure that our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

Ethos and Organisation

The school ensures the 'Guiding Principles' above apply to the full range of policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing Prejudice and Prejudice-related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the introduction:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

The school gives guidance to staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with. [See School Behaviour Policy]

The school keeps a record of prejudice-related incidents and, if requested, can provide a report about the numbers, types and seriousness of prejudice-related incidents at the school and how they are dealt with.

Roles and Responsibilities

The Headteacher is responsible for ensuring that the school complies with legislation and that this policy and its related procedures are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Headteacher is also responsible for the formation of the school's equality plan and the monitoring of its effectiveness. See appendix 1 for this school's objectives and reviews.

All teaching staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the guiding principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and Resources

The content of this policy is to be made known to all staff and interested parties as appropriate, to all pupils and their parents and carers.

All school staff have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender

Equality Objectives for Woodthorpe CE Primary School

<u>Objectives</u>	<u>Actions</u>	<u>Expected Impact</u>
Ensure strong provision for children with SEND, and adapt curriculum appropriately for individuals to ensure access	• Provide SEMH support for individual pupils and groups (including use of sensory spaces, such as the Green Room) • Work closely with professionals across Inclusion and Advisory Support Service, Speech, Medical and Education teams • Further enhance an adapted curriculum for targeted pupils • IAST to provide ongoing, bespoke CPD for teachers and TAs around areas of identified SEND need	Children make good progress due to being provided with a curriculum and environment that is appropriate and adapted to their needs
Improve attendance and decrease persistent absenteeism of pupil premium pupils	• Rigorous and robust procedures in place • Attendance Team to meet fortnightly to identify where challenge/support needed and take swift action • EHT on DDAT Strategic Attendance Group • Clear escalation records to be kept and adhered to • Rewards and incentives • Early Help Team (P4YP) to support families where appropriate and welcomed	Attendance of Pupil Premium children to increase and compare well with similar pupils nationally Persistent Absenteeism of Pupil Premium children to reduce to below national levels for similar pupils
Improve the reading attainment of pupil premium children and promote a love of reading	• Reading for Pleasure strategies following updated CPD • Read, Write, Inc Phonics SSP teaching and organisation, especially for least able readers • Further embed Accelerated Reader in KS2 • Significant continued investment in decodable books and library books • Reading Catch-Up and Keep-Up sessions	The gap between Pupil Premium and non Pupil premium children closes at all levels and in all year groups

Reviewed: Autumn 2024

Next review: Autumn 2025