

Equality information and objectives policy

Wansdyke Primary School



Wansdyke
Primary School

Approved by:	LGC	Date: 5 th December 2024
Last reviewed on:	4 th November 2024	
Next review due by:	November 2028	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	4
6. Fostering good relations	4
7. Equality considerations in decision-making	4
8. Equality objectives	5
10. Links with other policies	6

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, including Respect, Opportunity, Collaboration and Aspiration.

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 Local Governance Committee (LGC) 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 the SENCO, who 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
- › Be responsible for the progress towards equality objectives

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 Safeguarding and Inclusion as part of their induction, and all staff receive refresher training every.

The school has a designated member of staff for monitoring equality issues (SENCo). The Senior Leadership Team regularly liaise regarding any issues and make governors aware of these as appropriate.

We eliminate discrimination by:

- Implementation and review of our Inclusion and SEND policy, Supporting Pupils with
- Medical needs Policy and our Access Plan;
- Reporting, responding to and monitoring all racist incidents;
- Our Behaviour for Learning, Positive Handling and Anti-bullying Policies ensure that all children are treated with dignity, feel safe at school and addresses any prejudicial behaviours;
- Regularly reviewing curriculum design to ensure that it reflects current guidance i.e. Guidance 2020 DFE Relationship and Sex Education, is entrenched in spiritual, moral, social and cultural learning opportunities, which meet the needs and interests of all learners; that it provides opportunities to understand human rights and fundamental British Values;
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success;
- Tracking pupil progress to ensure that all children make expected or better progress from their starting points, and intervening when necessary to diminish any gaps;
- Ensuring that all pupils have the opportunity to access extra-curricular provision;
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures;
- All appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

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 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 promote cultural development and understanding through a rich range of experience, both in and beyond the school.

Why we have chosen this objective: From local data (Quality of Life Survey 2023-24), we know that 37.4% of children in the Hengrove and Whitchurch Park area never participate in cultural activities. This is significantly lower than compared to the Bristol average (22.1%).

To achieve this objective we plan to: Carefully plan opportunities both in and outside of school that promote children's cultural development and understanding. These opportunities will be prioritised and be specifically tailored to our school community.

Progress we are making towards this objective: We have a detailed and bespoke Personal Development Plan in place. The aim of our Personal Development Curriculum is to enable our children to become healthy, independent and responsible members of our society. It supports children with their personal and social development, and develops their understanding of the moral, social and cultural aspects of society and life.

Objective 2

Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children.

Why we have chosen this objective: In some cases, there are some groups of children who do not perform as well (attainment and achievement) in comparison to their peers.

To achieve this objective we plan to: Continue to collate and analyse pupil attainment by target group and use this to further plan targeted intervention to improve attainment of target group. Continue to understand the unique needs of pupils and use this information to plan opportunities that respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons with other schools.

Progress we are making towards this objective: Data tracking and analysis is thorough and is actively used by staff to inform next steps.

Objective 3

To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities

Why we have chosen this objective: Linked to objective one, it is essential that all children have equal access to a range of rich experiences.

To achieve this objective we plan to: Continue to review extra-curricular activities that are in place and add to these.

Progress we are making towards this objective: Over the academic year, there are a growing number of extra-curricular clubs both delivered by school staff and outside providers.

The SENCo will update the equality information we publish at least every year. This document will be reviewed by the LGC at least every 4 years.

10. Links with other policies

This document links to the following policies:

Links with other policies

This document links to the following policies:

- Accessibility policy
- SEND Policy and Local Offer
- Inclusion Policy

The following information is only concerned with our obligations to pupils (and prospective pupils):

Equality Information (Autumn 2024)

Number of pupils on roll at the school: 209

Age of pupils: 4 – 11 years of age

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of “protected characteristics”. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on the following protected characteristics: Race; Disability (The Act defines disability as when a person has a ‘physical or mental impairment; which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’); Sex; Religion or belief. Age and Marriage and Civil Partnership are also protected characteristics. We do not collect data about this characteristic, but it is important to recognise that equality protection needs to be extended to the children’s family and the wider community.

Additional protected characteristics are sexual orientation, pregnancy and maternity and gender reassignment. We do not feel it is appropriate to collect information from pupils in relation to those protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Pupil Premium Grant;
- Pupils with Special Educational Needs and disabilities (SEND);
- Pupils with English as an Additional Language (EAL);
- Young carers;
- Looked after children (LAC);
- Other vulnerable groups such as Post LAC.

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is less than 1% of our roll (namely 2.1 children) and the information is sensitive

personal information. In these cases, we have indicated this by an asterisk (*) and no percentage is published. Characteristics are based around the Census classifications and parents choose groups to which they, or their children, belong. Where no data is provided, this is due to no pupils currently representing the race, ethnicity or religious group.

November 2024:

Pupils eligible for Pupil Premium Grant : 55 (26.3%)

Pupils with Special Educational Needs (SEN): 33 (15.%)

Pupils with English as an Additional Language (EAL): 12 (5.74%)

Young carers: *

Looked after children: *

At Wansdyke Primary School, we aim to ensure that any gap in attainment for pupils within any of the identified groups is diminished. This is achieved through rigorous tracking and monitoring of individuals as well as groups of children concerning their progress and attainment. We also provide equal opportunities to access the curriculum for all pupils. The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Wansdyke Primary School. By having 'due regard', it ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

Consultation

We aim to engage and consult with pupils, staff, parents/carers, and the local community so that we can improve our information, monitor the impact of our policies, develop our equality objectives and improve what we do as a school.

We will do this through:

- Parent/Carer and pupil surveys
- Staff surveys on specific issues
- Open door policy
- Opportunities for appointments with teachers, support staff and SLT
- Newsletters
- Letters home (by website or hard copy if preferred)
- Website
- School Council
- Parents' evenings
- Coffee mornings

Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.