



Whitmore Park Primary School

Equality Information & Objectives

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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

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 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

- 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 head teacher
- The head teacher will:
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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)
- 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 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 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 potential 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

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.

8. Equality objectives

Objective	Target Group	Action	Timescale	Monitoring and Evidence
To improve the attainment of children from low income families	Pupil Premium Children	Track children carefully Plan effective quality first teaching Enrich curriculum through visits/visitors and experiences PP focus strategy	Ongoing – Each assessment point (Pupil Progress meetings) Planned across the year, every year Reviewed regularly – annual Pupil Premium Strategy	PP meeting notes Assessment data
To improve the attainment of children with SEND	Children with SEND	Track children carefully Plan effective quality first teaching Staff training into effective teaching of SEN children Provide interventions/resources	Ongoing – Each assessment point (Pupil Progress meetings)	PP meeting notes Assessment data SEND paperwork – EHCPs/My Support Plans
To improve the provision and outcomes for children for whom English is an additional language	EAL children	Identify barriers to learning through clear assessment Provide resources and appropriate support for the children Respond to the needs of the parents where possible or direct to other agencies	Ongoing – Each assessment point (Pupil Progress meetings)	Tracking data
To review levels of parental and pupil engagement in learning and school life, across all the activities to ensure equity and fairness in access and engagement.	Pupils and families that are hard to reach.	Survey participation in school events To ensure that there is good participation in after school clubs by all groups Organise additional activities for those children who can't attend after school clubs / residential	Ongoing	Survey results Participation data

To promote understanding and respect for differences.	All children Children and families with disabilities	Further develop the PSHE curriculum Further enhance accessibility / curriculum for wheelchair access, hearing impairments and sight impairments	Ongoing	Reviews of the PSHE curriculum Curriculum reviews Monitoring of behaviour
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9. Monitoring arrangements

The head teacher will update the equality information we publish, at least every year.

This document will be reviewed by head teacher at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment