

# Equality information and Objectives Policy

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# 1 Introduction

## Vision:

To embed our long-term commitment to equity as a core value of James Wolfe Primary School across our culture and curriculum, including by actively challenging discrimination in all forms.

It is based on our five PROUD values:



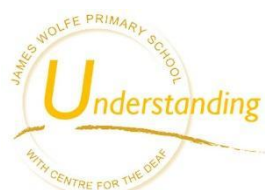
Our children are confident learners, they work hard to succeed with every challenge.



Our children show respect for themselves and other people in our community, our country and our world.



Our children love learning and are keen to learn in our school, at home and in the future.



Our children have strong core skills in communication (reading, writing, speaking and computing), mathematics and have a good understanding of topics across the whole curriculum.



Our children are confident to share their views, listen to other people's ideas and opinions and make decisions that help everyone achieve.

And links to the following articles from the United Nations Convention on the rights of the child.



Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children

information about this right.

Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

## 2. 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

## 3. 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](#).

## 4. 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 headteacher

The equality link governor is Kerry-Ann Francis. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils

The working party members for equality 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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 5. 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.

The headteacher is responsible for monitoring equality issues. The headteacher makes senior leaders and governors aware of any equality issues as appropriate.

## 6. 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

## 7. 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
- Parent and carer advisory group meet termly to raise concerns or issues which are shared with SLT and Equality working parties.
- 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

## 8. 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 all genders

## 9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

This document will be reviewed by the learning: achievement committee at least every 4 years.

This document will be approved by the Executive headteacher.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour Policy

## 11. Equality objectives (JW) 2023 2024

	Objective	Why we have chosen this	To achieve this	Progress we are making
1	<b>Ensure our behaviour policy and procedures are robust to ensure response to discriminatory behaviour is in line with equality act and staff feel empowered to deal with incidents.</b>	To embed our long-term commitment to equity as a core value of James Wolfe Primary School across our culture and curriculum, including by actively challenging discrimination in all forms.	<ul style="list-style-type: none"> <li>• train all members of staff in anti-racism and LGBTQ+ training</li> <li>• update our Behaviour policy and share with staff</li> <li>• headteacher to monitor homophobic and racist incidents and share key data with governors</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-racism training complete</li> <li>• Behaviour policy updated</li> <li>• Reports compiled termly</li> </ul>
2	<b>Empower staff by giving tools and language to confidently be part of equality work</b>	To embed our long-term commitment to equity as a core value of James Wolfe Primary School across our culture and curriculum, including by actively challenging discrimination in all forms.	<ul style="list-style-type: none"> <li>• hold anti-racism training, Black History training and LGBTQ+ training</li> <li>• ensure our texts in libraries and on reading spine are diverse</li> </ul>	<ul style="list-style-type: none"> <li>• reading spine has been updated</li> <li>• anti-racist training</li> <li>• Black History training</li> </ul>
3	<b>Embed diversity into how the National Curriculum is taught at James Wolfe</b>	To ensure the curriculum delivery is rich and diverse, reflects our school community and age appropriate.	<ul style="list-style-type: none"> <li>• commission external parties to audit our current curriculum</li> <li>• work with curriculum leaders and subject leaders to consider</li> <li>• audit of text on reading spine to ensure diversity of authors, content and characters</li> <li>• deliver EYFS training on diversity within continuous provision</li> <li>• deliver Black History training</li> </ul>	<ul style="list-style-type: none"> <li>• audit of curriculum</li> <li>• training booked for EYFS team</li> <li>• Black History training</li> </ul>

4	<b>Embed our equity plan involving all stakeholders</b>	To involve all stakeholders.	<ul style="list-style-type: none"> <li>• create and develop active parent and carer advisory group</li> <li>• create and develop two staff working parties: 'Systems and Processes' and 'Achievement and Legacy'</li> <li>• ensure that feedback from working parties shared with SLT</li> </ul>	<ul style="list-style-type: none"> <li>• parent and carer advisory group have met</li> <li>• actions have been logged and fed back to governors</li> </ul>
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