



WHOBERLEY HALL
PRIMARY SCHOOL

Equality of Information and Objectives Policy

Implemented by school on: Autumn 2024

Review by: Autumn 2027

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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 headteacher

The equality link governor is Sophie Alker. They will:

- Meet with the designated member of staff for equality every half-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
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Lisa Speedy. They will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every half-term to raise and discuss any issues
- 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.

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.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 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 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

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 1

Continue to close the gap between disadvantaged and non-disadvantaged pupils

Why we have chosen this objective: Data shows that there is still a gap between disadvantaged and non-disadvantaged pupils .

To achieve this objective we plan to: Enable every child to become an early reader. Investment of money and time into implementing our phonics scheme. Invest money and time into promoting reading positively across the school. Hold reading workshops for parents- targeting need. Invest time and money into purchasing high quality texts for pupils and also whole class texts. Promote reading events throughout school. Invest money into releasing the reading lead to coach staff and to monitor standards and analyse data. Work in conjunction with the English Hub.

Progress we are making towards this objective: Scheme purchased- workshops have been held and others are planned. Reading lead is working alongside the English Hub and is coaching, monitoring standards and analysing data.

Objective 2

Continue to raise awareness around diversity, promoting tolerance across the school community

Why we have chosen this objective: The ethnic profile of our school has changed over the last few years. This includes children who are arriving with English as an additional language, which has increased from 22 % in 2021 to 38 % in 2024. This brings with it, religious and cultural differences between our families. Society has also changed and we see different types of families. We are also more aware that people do not necessarily fit into gender stereotypes. In light of this, we have a duty to our children to enable them every opportunity to become part of a cohesive and tolerant society.

To achieve this objective we plan to: Ensure that there are positive images, displays and materials around school, depicting people from different cultures, races, sexual orientation and also with disabilities. Seek out visitors from local religious centres to talk to the children about their festivals/celebrations/traditions. Showing an interest in the cultural heritage of our pupils- listening to them talk, celebrating festivals with them. Challenging prejudicial language in school via the violence reduction materials (upper KS2).

Progress we are making towards this objective: One cohort of children have been taught using the Violence Reduction materials. Diverse materials have been purchased. Curriculum now reflects more diversity. Black history is routinely celebrated annually.

Objective 3

Develop and enhance our induction process for pupils new to the school with English as an additional language

Why we have chosen this objective: The numbers of children who are arriving with English as an additional language, has increased from 22 % in 2021 to 38 % in 2024. The number of languages now spoken by pupils attending our school is 37.

To achieve this objective we plan to: Systematically assess pupils on entry using the Bell Foundation Assessment tool. Liaise with schools locally that have high levels of EAL and utilise their expertise and possibly resources to plan an inductions for individuals.

Progress we are making towards this objective: School have started to use the Bell Assessment to gain an understanding of English Language functioning. Flash Academy is being used to enhance the teaching of pupils with EAL, as it InPrint.

Objective 4

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective: Staff are aware of equality and requirements are present in all documentation. However, staff need to be made fully aware of legislation around this area and their responsibilities and duties, from a legal perspective.

To achieve this objective we plan to: Hold several staff meetings and training sessions outlining how staff have a legal duty to follow legislation around equality and inclusion. Headteacher (appointed person in charge of equality) will liaise regularly with the lead governor to keep them abreast of any changes or updates.

Progress we are making towards this objective: We have a key member of staff and governor for equality. Our current policies do comply with and outline any relevant legislation. Training has been delivered but does need an annual cycle implementing so that any changes can be conveyed to staff.

9. Monitoring arrangements

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

This document will be reviewed by governing board headteacher at least every 3 years.

This document will be approved by governing board headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment