



# Equalities Information Report & Objective

Autumn 2022

This policy was written by the Senior Leadership Team. It was review by Tessa Saunders, Headteacher and shared with the Local Governing Body. The policy will be reviewed annually to ensure that it is up to date and reflects the practises in school.

## **Introduction**

At Woodfield, we believe that it is essential to celebrate diversity. It should be seen as a strength that is respected by all members of our school community and visitors to our school. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement. We recognise 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.

Woodfield is part of The Learning Academies Trust (LAT), who equally hold equalities and diversity in high regard. Through the curriculum they ensure that all children are provided with high quality lessons. By collaborative work with other schools in the Trust we ensure that different communities that we are all central to are valued and celebrated. These differences are also celebrated and shared between schools.

## **Aim**

Our school aims to meet its obligations under the public sector equality duty 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

## **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.

This document also complies with our funding agreement and articles of association.

### **Roles and responsibilities**

The local 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 Debbie Johns.

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 amongst staff and pupils •  
Monitor success in achieving the objectives and report back to governors
- Ensure that any staff training needs are identified, 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.

### **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.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

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 annually. The school has a designated member of staff in the administration team with responsibility 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.

### **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 which 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.
- Encouraging people who have a particular characteristic to participate fully in any activities

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 above data to determine strengths and areas for improvement, implement actions in response and publish this information

### **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, RSE 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 weekly assemblies that deal with a range of current matters both locally and globally.

Where possible we aim to work with external speakers to support the school in developing a culture of inclusion and diversity. 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 ensure positive relations between different groups of pupils within the school. For example, our school council and our Eco Warriors group have representatives from different year groups and where all children are encouraged to stand for election. All pupils are encouraged to participate in the school's activities, such as sports clubs.

- Ensuring that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language through the teaching of British Values.

- Working with parents to promote knowledge and understanding of different cultures, recognising that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law.

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made and always considers the impact of significant decisions on particular groups, for example;

- Authorising religious holidays
- Planning school trips or activities
- Accessibility to pupils with disabilities

The school considers our equality duties and asks ourselves relevant questions 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.

### **Equality objectives**

See below in the appendix for the current objectives

### **Monitoring arrangements**

This document will be reviewed by the headteacher at least every 4 years. The objectives will be reviewed every two years.

### **Links with other policies**

This document links to the following policies:

Accessibility plan

Risk assessment

Further Advice and Guidance Guidance overview: [Equality Act 2010: advice for schools - GOV.UK](https://www.gov.uk/guidance/equality-act-2010-advice-for-schools)  
([www.gov.uk](https://www.gov.uk))

Policy adopted: Autumn 2022

Policy review due: Autumn 2026

Objective to be reviewed: Autumn 2024

Equality Strand	Action	How will the impact of the action be monitored?	Responsibility	Target date	Impact/Success Criteria
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability	Headteacher/ SLT/ Governing Body	3 time per year	Gaps are identified, monitored closely and show signs of reducing
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher & all staff	Termly	Diversity is represented in all areas of the school including display, books in the library
All	School to promote other cultures through different awareness events ie: Black History Month, Deaf Awareness Week	All pupils take part in a variety of activities	Headteacher & all staff	ongoing	Diversity is celebrated in all areas of the school including assemblies
Disability equality	Revision of access plan and curriculum map to ensure that there is equality of access Purchase where appropriate materials to reduce inequality of access to learning	Access reviewed annually by Governing Body	Assistant Headteacher, Estate Manager All Staff	Revise access plan autumn 1 Reported on annually  Purchase as required	All children can assess all areas of the school and curriculum.
Disability Equality	Where reasonable, adapt the school environment to meet the needs of parents/child Active awareness and understanding of disability in the school	Reduction of incidents of discrimination	Headteacher/ Governor	Ongoing as required	Pupils and parents all feel valued and welcomed
Race equality	Ensure that all staff are able to identify the dietary, social and cultural needs of all children in school. Develop through citizenship, pupil understanding of life in a multi-cultural society.	Develop, through Pupils attitudes to each other Reported incidents	PSHE leader & Assistant Headteacher	Ongoing	Reduction in reported racial incidents

Race equality	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher uses the data to assess the impact of the school's response	Headteacher / Governing body	Reporting 3 times a year	Teaching staff are aware of and respond to racist incident
Race equality	School to be aware of cultural expectations for different children and work to accommodate them within the school. Ensure that language needs are addressed for pupils and parents, including literature sent out so it is able to be accessed by all.	Integration of pupils and involvement of parents in school.	SENCo / Headteacher / SLT	Reviewed as required	Children integrated into school and accessing the curriculum. Parents receive appropriate information
Gender equality	Ensure equal access to all aspects of learning throughout the school. Access to age appropriate sex education materials which show no bias	Pupil response	All staff / PSHE leader	Ongoing	No activity in school limited by gender
Gender equality	Revise awareness of staff and pupils of gender biased bullying and harassment and ensure procedures are in place to monitor and manage incidents	Monitor any reported incidents and address through curriculum / assemblies	Headteacher and Assistant Headteacher	Ongoing	Reduce reported incidents.
Gender equality	Through citizenship the promoting of equal rights/pay in the workplace. Promote the idea that there should be no barriers to success due to gender	Pupil response	PSHE Leader	Ongoing	Children can recognise and challenge gender bias