

# **WISBOROUGH GREEN PRIMARY SCHOOL**



## **Equality information and objectives policy**

**2025-2029**

## Our Vision

At Wisborough Green Primary, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. 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. Both children and adults should expect to be treated fairly and have the same entitlement. They know this by what is said and what happens at an operational level. Equality and diversity issues are integral to all we do.



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### Aims

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
- Provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- Instill in our children a tolerance, understanding and respect of all cultures, faiths, disabilities, needs and ways of life and living
- Nurture cultural, religious and linguistic diversity
- Ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- Ensure that the needs of children and adults with additional needs are catered for in the best way we can
- Ensure members of the Senior Leadership Team are made aware of any issues that contravene the policy in order that they can tackle the issue appropriately and promptly
- 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](#).

### 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 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

### **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.

### **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:

- Analyse the data referenced collected to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

### **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 raise equality awareness with students and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics.

Why we have chosen this objective: The percentage of children who identify as coming from ethnic minorities or have English as an additional language are very small. Our children's experience of different backgrounds could be seen as limited in a small rural environment.

To achieve this objective we plan to:

Conduct weekly Religious Assemblies that highlight faiths around the World and expose children to different thoughts, beliefs and practices.

Religious Education and Personal Social Health Education lessons focus on a wide variety of beliefs.

Visitors and trips expose children to different backgrounds, beliefs, festivals and rituals.

RE and PSHE lessons focus on treating others with tolerance and respect.

Topics include a diverse range of experiences for children.

Visitors to the school help provide a diverse range of voices for our children.

Progress we are making towards this objective:

### **Objective 2**

To ensure that the schools promote role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc.

Why we have chosen this objective: The percentage of children who identify as coming from ethnic minorities or have English as an additional language are very small. Our children's experience of different backgrounds could be seen as limited in a small rural environment.

To achieve this objective, we plan to:

Revisit and deep-dive all of the curriculum to make sure equality, diversity and tolerance is at the centre of curriculum planning.

Display examples of successful people prominently on notice boards throughout the school.

Ensure that teachers are using a wide variety of examples of role models in their lessons, engaging in positive discussions on diversity and promoting the idea that it is possible for everyone to achieve their goals in life regardless of race, gender or disability.

Assemblies promoting the rights respecting values and equal opportunities ethos of the school and displaying examples of these as constant reminders throughout the school

Progress we are making towards this objective:

### **Objective 3**

To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free school meals, students with SEN and disabilities, looked after children and students from different heritage groups

Why we have chosen this objective: We have a small amount of children on the Pupil Premium but their outcomes and attendance have been statistically lower than of children in other groups.

To achieve this objective, we plan to:

New progress system bought to track progress of all children and be able to highlight any dips in performance.

Pupil Premium Champion to have termly meetings with children in receipt of pupil premium finding.

Extra provision needed s closely tracked and changed with the needs of the child.

Progress we are making towards this objective:

### **Monitoring arrangements**

The Senior Leadership Team will update the equality information we publish, at least every year.

This document will be reviewed by governing board at least every 4 years.

### **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy

### **Check List for School Staff and Governors**

- Is information collected on race, disability and gender concerning both pupils, staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- Does the school take steps to introduce information about religions and cultures that are not represented within the school community, and provide opportunities to meet such people?
- Has our Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does our curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority?