



Whitewater Church of England Primary School

Equality Information & Objectives

Date: March 2024

Next Review Date: March 2025

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	3
7. Equality considerations in decision-making.....	3
8. Equality objectives	4
9. Monitoring arrangements	4
10. Equalities Information	5

1. 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
- 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, and that they are reviewed and updated at least once every four 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 amongst 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.

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 2 years.

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 which are connected to a particular characteristic they have
- 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 (where this can be published without identifying pupils)
- Analyse the above data 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

Equality impact assessments should be made by staff when undertaking activities, and developing policies and procedures that may have an effect on a group with protected characteristics.

8. Equality objectives

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics as well as the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged groups
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children

Our objectives detail how we ensure equality is applied to:

- Improving attainment and progress for all children.
- Improving attainment and progress for children who encounter disadvantage.
- Providing an environment where discrimination of any form is addressed and eliminated.
- Advancing equality of opportunity through role models, high quality curriculum, quality CPD for staff.
- Fostering good relations with parents and carers, children, governors and the community.
- Reducing behaviour that is discriminatory or oppressive in any way.

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

We advance equality of opportunity by:

- Using the information, we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

We foster good relations by:

- Ensuring that Whitewater C of E Primary School is seen as a community school within our local area
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship
- We operate an open-door policy and recognise that all children benefit from the school embracing working in collaboration

Equality Objectives

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives: -

- 1: To raise levels of progress and attainment in core subjects for vulnerable learners.
- 2: To further develop children's understanding of the responsibilities of being part of a community and how to Live well together.
3. Encourage children to take the lead in challenging prejudicial behaviour and language.

9. Monitoring arrangements

In addition to the monitoring arrangements outlined above, the following monitoring arrangements will be in place:

The Senior Leadership Team, in accordance with the governing body will update the equality information we publish, at least every year.

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

This document will be approved by the headteacher and/or governing body.

10. Equalities Information

We recognise the requirement from the Department of Education, for schools to publish information annually to demonstrate how they have met their equality duty.

This document seeks to demonstrate that Whitewater C of E Primary School:

- recognises the public sector equality duty;
- is aware of the requirements of the Act;
- is determined to comply with the non-discrimination provisions;
- is committed to advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- is intent on fostering good relations between people who share a protected characteristic and those who do not.

Our school meets its equality duty by:

1. **Promoting our Christian Vision** - Through our core Christian values of love, respect and courage, we aim for our children to feel love for themselves, for others and the world around them; to be brave, knowing that mistakes are expected, respected and part of learning; to understand they have the power to make a positive contribution to God's world.
2. Embedding **our school policies**, specifically:
 - Equality Policy
 - Behaviour Management Policy
 - Anti-Bullying Policy
 - Pay Policy
 - Accessibility Plan
 - SEND Policy
 - SEN Information Report
 - SMSC and Spiritual Development
 - Mental Health & Wellbeing Policies
3. Demonstrating our commitment to all our equality responsibilities, as well as our three specific **equality objectives**
4. Focusing on our **school strategic priorities** outlined in our School Improvement Plan
5. Targeting **Governor Monitoring visits** to evaluate the impact against said priority areas.
6. **Monitoring school performance** to assess how well pupils with different characteristics (PP, LAC, FSM, SEND, EAL, boys Vs girls) are performing in helping to identify whether there are any areas of inequality that need to be addressed. This includes:
 - School performance data;
 - Pupil book reviews;
 - Learning walks;
 - Discussions at Governing Body Committee Meetings and Sub-Committee Meetings (minuted);

- Formal Governor Monitoring Visit reports and informal visits.
- 7. **Addressing any gaps** flagged by monitoring activities and associated next steps, to show that due regard is being had to the importance of advancing equality of opportunity.
- 8. Committing to **advancing equality of opportunity**, in particular removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have to ensure they are able to fully participate in school life (for example disabled or special educational need).
- 9. Aspiring to foster good relations - between people who share a protected characteristic and people who do not share it – is inherent in everyday school life and demonstrated in: -
 - Teaching and learning of the National Curriculum;
 - Whole school assemblies;
 - Collective Worship;
 - In class activities (such as Class Charter, Circle time)

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.