

Equality information and objectives

Wilbury Primary School



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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](#).

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

3. 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 Yaswini Dwarka. They will:

- Meet with the Headteacher every year, 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, Angela Zenonos will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor (Yaswini Dwarka) every year 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 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 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

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

WILBURY PRIMARY SCHOOL **EQUALITIES OBJECTIVES ACTION PLAN**

Published January 2020. To be renewed January 2024.

Objective	Affected group	Success criteria	Person responsible	Actions Jan 21-Jan22	Comment at annual review <i>Comments –June 22</i>
To raise the engagement and attainment of boys in reading	Gender inequality	Boys' attainment in reading is in line with girls. Surveys of parents, teachers and children demonstrate higher levels of boys' engagement with reading from the beginning of the year to the end of year.	DHT & HoDs	To monitor and analyse pupil achievement by gender. DHT and teachers to create a buzz around reading through a number of different competitions i.e. the reading challenge, weekly quiz questions and promotion of new books in the library. Boys to complete a survey in the autumn and summer, and analysis will reflect further actions. Teachers to focus on early intervention – developing a love of reading for all children in the Early Years through the choice of texts, engaging storytelling and parental support Continue to focus on developing outstanding phonics practice across the school to develop the children's fluency and confidence at an early age	Pupil voice suggests boys are really enjoying the whole range of new graphic novels Talya (Literacy Lead) has bought into the school – see Talya's PP shared at governor in day – promoting a love of reading Outstanding phonics teaching – outcomes for boys and girls high – 86/7% in year 1 and 94% in year 2. Early Intervention – gender gap still too wide in reception. Next steps: Continue to focus on early intervention for boys in the Early Years.

<p>To ensure all our vulnerable learners make accelerated progress so there are no long term effects from the COVID pandemic</p>	<p>Disability and disadvantage inequality</p>	<p>Evidence shows clear significant progress in learning for our vulnerable groups including pupil premium, SEND and other vulnerable children, through individual portfolios, books, Raiseonline data and in-school assessment data.</p>	<p>Asst Head Inclusion/ SENCo</p>	<p>To monitor and analyse pupil achievement by pupil premium, disability and vulnerability and act on trends or patterns in the data.</p> <p>Be flexible and constantly look for ways to change/adapt our provision to meet their needs (play therapy, outdoor learning, tuition, booster groups and make excellent use of the pupil premium and catch-up premium to impact the learning for these groups.</p> <p>Ensure all our vulnerable learners have access to high quality, personalized remote learning and where vulnerable families need devices and connectivity, they are given priority access to these.</p> <p>SENCo to monitor access for our vulnerable children and those with SEND (focus years 2 and 3) and support teachers to ensure inclusion is effective.</p>	<p>This year pupil premium pupils in most year groups are behind their non-pupil premium counterparts. The widest gaps are in year 3 across all subjects. This is a national picture after COVID and we are working hard to reduce the gap and get back to pre-Covid where pupil premium pupils almost always did better than their non-PP counterparts.</p> <p>The whole school focus on closing the language gap is something we hope will support us in addressing educational disadvantage going forward.</p> <p>Vulnerable SEND learners with SEMH are supported by well thought through behavior plans and risk assessments and the role of the Inclusion Lead and Head of department is key in adapting timetables and providing extra intervention i.e. outdoor learning, forest school, gardening, 1:1 counselling/ELSA sessions, play & lego therapy, time with SENCo and HoD, lunchtime clubs etc.</p> <p>Whole school INSET – Enfield</p>
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					Trauma Informed Practice approach – Jan 22 – we are looking to have further training by the SWERRL team in 2022-23.
To foster good relations and cohesion by encouraging participation of all ethnic groups in all aspects of school life, including staff, parents and children.	Ethnic inequality	<p>Over four years the school's staff community will reflect the wider community more closely- Review of staffing profile.</p> <p>The attainment of under-achieving ethnic groups will steadily rise.</p> <p>Parents' attendance and involvement in school life improves.</p>	HT & SLT	<p>Seek the support and advice of our HR team when advertising and planning for any recruitment with the aim of reaching a wider and more diverse audience.</p> <p>Invite positive role models from the wide range of ethnic groups to speak with the children to celebrate achievements and raise their aspirations.</p> <p>Celebrate religious events of key religions through assemblies, fairs, RE curriculum, and encourage no one to exclude themselves/children from this.</p> <p>Look for good practice to improve communication and provide targeted support for parents and children so that parents within underachieving ethnic groups become more involved in their child's learning.</p>	<p>Leo Powell invited to speak with parents, governors, teachers and leaders across the Enfield community - County lines. The BBC reported on this and I know our parents were very grateful for his support.</p> <p>Dimitri – Bulgarain support worker working at Wilbury every Thursday to engage our hard to reach Bulgarian families – some who we are now only just realizing have no recourse to public funds and we are now able to access support through social services.</p> <p>BTEG & ECP mentors – raising aspirations for vulnerable back and brown pupils in year 5/6.</p> <p>Parents invited to attend assemblies celebrating our excellent PSHE curriculum (Talk Time) where children have the opportunity to share their views on important global issues I.e. social</p>

					<p>justice, discrimination, black lives matter etc.</p> <p>Next steps – review staffing profile and seek support of HR when advertising and planning for any recruitment. Ensure our processes are wholly inclusive and promote diversity.</p>
<p>To ensure that all staff promote diversity and equality of opportunity and this is reflected in the whole school curriculum, enrichment opportunities and their behaviours, expectations and interpersonal approaches for boys, girls, LGBTQ children, race, religion and extra needs</p>	All groups	<p>Children, staff and governors can clearly articulate the school's vision and values.</p> <p>Teaching materials, books, films, software, displays and visits are designed to promote equality of opportunity.</p> <p>Reduction in incidents of behavioural/attitudinal negativity of one individual or group against another.</p> <p>Numbers of staff/adults who have attended up to date training.</p> <p>Survey analysis demonstrates a belief in</p>	HT, SLT & LofL	<p>Provide new, up to date training for staff and governors on equality and diversity i.e. unconscious bias and ensure the school's vision and values/ British values run through every aspect of the curriculum.</p> <p>Leaders of Learning & Heads of department with year teams to analyse current teaching materials and enrichment opportunities to highlight gaps and take steps to fill them.</p> <p>Teachers to make the school values explicit when planning and teaching every subject area.</p> <p>Ensure everyone is able to recognise and report potential signs of bullying, abuse, radicalization or extremism.</p> <p>Bullying and racist incidents are monitored closely by AHT Inclusion and the children and parents are given appropriate support after any incident to raise their awareness and address any misconceptions.</p>	<p>Lisa & Sarah received excellent training on unconscious bias – September 22 – Lisa to book Orlene Badu for whole class INSET 2022-23</p> <p>Prevent Training for all staff – May 22</p> <p>County Lines event led by Leo Powell – June 22 – Wilbury hosted an important community event which was filmed by the BBC and hosted by Kate Osamor (MP)</p> <p>Online safety training for all staff – Jan 22</p> <p>Online safety training for years 5 & 6 - May</p> <p>Talya (Literacy Lead) and all our curriculum leads have worked hard to ensure we are teaching a diverse curriculum with high quality diverse texts. Diverse</p>

		<p>equality of opportunity for all and increasing confidence in the school's approaches.</p> <p>Children can explain their responsibility to accept others for who they are and value and respect differences.</p>		<p>Use assemblies, community events and the actions of the school parliament as another way to promote the school aims of celebrating diversity and valuing differences.</p>	<p>significant individuals are also celebrated across the curriculum. i.e. literacy, history, art, PE, science etc. Leaders have been intentional about this as seen in Kerry's art staff meeting.</p> <p>We are using the end of year celebration event to celebrate different cultures – children can wear their cultural clothes.</p> <p>School values run through every area of the curriculum and they are highlighted consistently through Talk time and assemblies.</p>
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9. Monitoring arrangements

The Headteacher and Link Governor will update the equality information we publish, at least every year.

This document will be reviewed by the Headteacher and Link Governor at least every 4 years.

This document will be approved by the Local Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

- Safeguarding and Child Protection Policy
- Curriculum Policy
- Whistleblowing policy
- Complaints policy
- Code of conduct
- SEND Policy