Equality information and objectives

Woodfield Infant School &

St. George's Junior School

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Next review due by:		

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1. Aims

Woodfield Infant and St. George's Junior 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

Our pupils will develop an awareness of our diverse society and appreciate the value of difference. This will be achieved by adherence to the following principles:

- Ensure characteristics based on colour, religion, culture, origin, gender or ability is not subject to discrimination
- Promote racial equality, positive race relations and challenge racial discrimination
- Ensure that school is a place where everyone feels welcome and able to achieve their full potential
- Every pupil will be helped to develop a sense of personal and cultural identity, in which they are confident and open-minded, and that is receptive and respectful towards other identities
- Every pupil will develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world
- Achieve an environment in which the varied experiences of the community can enrich the life of the school.

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 local governing bodies 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 schools are 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every three years. (Educare Equality & Diversity)

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 (e.g. pupils with disabilities, or homosexual 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/events)

In fulfilling this aspect of the duty, the schools will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing; thus determining strengths and areas for improvement
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying) 6. Fostering good relations.

6. Fostering Good Relations

The school aim 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

7. Equality considerations in decision-making

The schools ensure it has due regard to equality considerations whenever significant decisions are made.

The schools always consides 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:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: *To raise the attainment in reading, writing and mathematics for disadvantaged pupils*

Objective 2: *To ensure there is no gender gap in terms of achievement*

Objective 3: *To raise awareness of social, moral, spiritual and cultural (SMSC), fundamental British Values teaching across schools for all stakeholders*

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.*

9. Monitoring arrangements

The local governing bodies will update the equality information we publish, [described in sections 4-7 above], at least every year.

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

This document will be approved by each local governing body.

10. Links with other policies

This document links to all Woodfield Infant and St. George's Junior School policies.