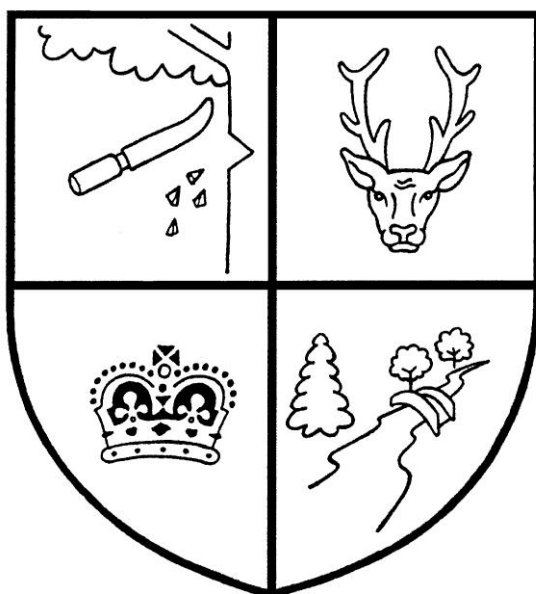


Equality information and objectives

Thomas Willingale Primary School and Nursery



Approved by: Rhian Jenkins

Date: 15th Jan 2025

Last reviewed on: Spring 2025

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Signed:

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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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- 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. They make senior leaders and governors aware of these issues 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 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 (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, RSE, 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 to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded on the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity.

8. Equality objectives

Objective 1: to provide further awareness training to staff, pupils and parents on Neurodiversity

Why we have chosen this objective:

Our children have a diverse range of needs and we have a large SEND group.

To achieve this objective, we plan to provide specific INSET on ASD, ADHD and neurodiversity. We are doing this via working with the PINs Project to have a range of training opportunities for staff. This includes workshops and a virtual reality bus.

Progress we are making towards this objective: All staff have had training on Autism. The PINs project has started and training sessions have been booked.

We have held SEND coffee mornings.

We have arranged parent workshops.

We have shared information to parents via the APP.

We work with MIND to support pupils and parents.

We work with Health workers to provide support to specific families.

Objective 2: To ensure that all pupils make progress including vulnerable groups

Why we have chosen this objective:

At Thomas Willingale, we believe that all children have the support that they need to make progress and be supported to achieve their full potential.

To achieve this objective, we plan to: Monitor and analyse children's achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for children.

We will monitor the assessments of all pupils and monitor progress within daily lessons, formative and summative assessments.

We will continue to monitor the progress of vulnerable groups and analyse the progress of these groups and compare progress to non vulnerable groups and act on findings accordingly.

Ensure the pupil progress meetings identify those who are not making expected progress and allocate resources accordingly.

Progress we are making towards this objective: We have identified that progress of pupils who are eligible for Pupil Premium is slower than those who are not eligible for Pupil Premium in some year groups. This is now an area of focus to narrow the gap between those who are eligible for Pupil Premium and those who are not.

Objective 3: To increase whole school awareness of different community's and celebrate a range of cultural events

Why we have chosen this objective: We want our children to have acceptance and understanding of all faiths and communities. As a school who sees its diversity as a source of strength and a source of pride we want to be proactive in promoting positive relations between members of our diverse school community.

To achieve this objective, we plan to: Celebrate cultural events throughout the year to increase children's awareness and understanding of different communities e.g. Diwali, Eid, Christmas, Pride, May Day, Bonfire Night, Birthdays, Chinese New Year, Pancake Day, Mother's Day. Create opportunities for our pupils to learn directly from people and groups who have specialist knowledge and/or direct experience of protected characteristics from the Equality act in order to promote increased understanding and respect.

Progress we are making towards this objective: Increased awareness of different communities shown in R.E. and PSHE assessments. Cultural events are planned for and taught within

assemblies, including the use of visitors. The curriculum is designed to support this objective. Cultural capital is planned for throughout the year. A website page has been created to celebrate the makeup of our school and displays around the school show the wealth of cultures we have.

Objective 4: To monitor bullying and harassment of pupils and staff by race, disability and gender. This information will be used to make a difference to the experience of other pupils

Why we have chosen this objective: We want everyone in our school community to feel safe and secure.

To achieve this objective, we plan to: Identify, respond and report racist incidents. We report the figures to the Governing body

Progress we are making towards this objective: All staff have training and know how to report incidents. All incidents are tracked and actions taken reported to the Governors. Trauma Perceptive Practice (TPP) training has been disseminated as has attachment awareness. We also plan to provide TPP for families training to our parents/carers. Reparative work is done with victims and restorative justice is used. The curriculum supports this objective and is on occasions altered to suit the need of any arising incidents. For example, an incident of hate Crime in the media. All stakeholders are surveyed regularly to gain views. Whistle blowing procedures are in place. Staff training has been completed. Menopause policy in place. ABA anti bullying alliance accreditation has been applied. We have anti bullying week in school workshops and Ignite workshops. We have also had anti-bullying workshops for children from the DFE.

9. Monitoring arrangements

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

This document will be reviewed headteacher at least every 4 years.

This document will be approved by the governing board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Pupil premium plan
- Equalities and Diversity policy