



**WEST BOROUGH**  
**PRIMARY SCHOOL**

**Equality Information and Objectives**

Date agreed: July 2022

Review Date: July 2026

## 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 body 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 senior leadership team 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 may be 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 (advice for schools) as part of their induction.

## 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 clubs, responsibilities and enrichment opportunities.)

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 Understanding Faith (RE), citizenship and personal, social, health and economic (RHE) 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 learning 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.
- We have developed the role of the 'Cultural Diversity Lead' who supports pupil, staff and parents across the school with community cohesion, sharing and celebrating the diversity our whole school community.

## 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:** *Monitor and analyse pupil achievement by race, gender, English as an additional language and disability and act on any trends or patterns in the data that require additional support for pupils.*

**Why we have chosen this objective:**

To ensure every pupil has equal access to the school's immediate and wider curriculum, and make good progress and attainment that is in line with their peers. To raise the profile of potential vulnerable groups for school leaders to ensure that all children are on track to meet their targets, and personalised support is put in place for those who are at risk of under achieving.

**To achieve this objective we plan to:**

- Complete pupil progress at least three times a year with class teacher and SLT
- Establish positive partnerships with parents through pupil progress meetings with SENCO three times a year (this will include a review of attainment, progress, assessment outcomes and pupil voice)
- Personalised provision put in place to ensure equal access to assessments (e.g. additional time, scribe, one-to-one support, environmental considerations etc.)
- Personalised and group provision for children unable to access the curriculum due to low proficiency in English speaking.
- Carefully managed transition at the end of each academic year (internally and externally)

**Progress we are making towards this objective:**

Updated September 2023

- *Pupil progress meeting between class teacher, HT, AHT and SENCO held 3 times each year – these discussions focus on pupil progress (academic) and any extrinsic factors that may be contributing to underperformance or difficulties. The meetings are solution focused with additional provision and/or personalised learning plans agreed prior to the implementation of any intervention. A fourth meeting is held to agree and finalise pupil targets for the year ahead.*
- *The SENCO meets with parents whose children are on the school SEND register at least three times per year. This coincides with the reporting arrangements referenced above.*
- *Parents and teachers to record relevant information to support transition.*
- *Participation in Year 6/7 transition project -feedback about this has been positive.*
- *The 'Flash Academy APP' is being used to support EAL children in language acquisition, pronunciation and grammar.*

**Objective 2:** *To introduce the role of the 'Cultural Diversity Lead' with whole school impact.*

**Why we have chosen this objective:**

We have an above national number of pupils from differing cultural backgrounds and whom speak over 35 different languages. The number of children entering the school as non-English speakers is rising. We feel strongly that pupils should feel that their culture and first language is valued and celebrated and that the appropriate support for pupils and their families is in place.

**To achieve this objective we plan to:**

- Identify cultural language ambassadors representing a wide variety of nationalities across the school

- Make communication accessible for non- English speaking families
- Working with our international families to celebrate the cultural diversity of our school by holding a cultural language fair
- Developing a cultural celebrations calendar, identifying and celebrating significant cultural and religious celebrations celebrated by our families
- Continue to develop our curriculum offer so that it reflects the diversity of our school community
- Adapt the RE curriculum to 'Understanding Faith', so that it reflects the inclusivity and diversity of our school community positively

**Objective 3:** *Aim to increase the representation of staff and volunteers from local Indian, Black and minority ethnic communities over a 4-year period (from this July 2022 to July 2026).*

**Why we have chosen this objective:**

At present, the staff workforce predominantly consists of white British females which is not reflective of our pupils or our wider society. We feel strongly that pupils should feel that their identity and cultural heritage is reflected throughout the school, as we appreciate the impact that staff have in providing positive role models for pupils.

**To achieve this objective we plan to:**

- Strive to shortlist candidates who meet the above criteria
- Analyse recruitment data and trends with regard to race, gender and disability at the end of each academic year, and report on this to the governing body.
- Complete an annual review of staff on role
- Celebrate the cultural diversity that already exists in our school community by maximising opportunities to invite them into school to support learning across the curriculum

## 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 by the full governing body at least every 4 years.

This document will be approved by the full governing body.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Behaviour Policy
- Curriculum Policies
- Risk assessment