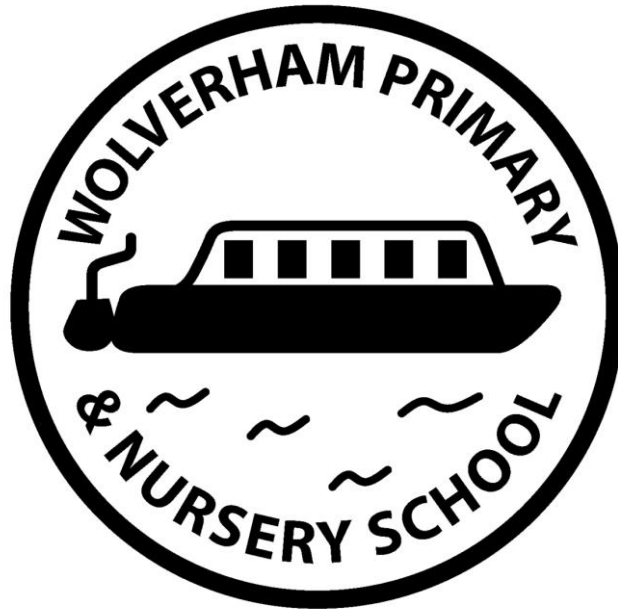


**Wolverham Primary and Nursery School  
Equal Opportunities and equality objectives**



Policy written: September 2023  
Approved:

## Contents

1. Aims .....	<b>Error! Bookmark not defined.</b>
2. Legislation and guidance.....	<b>Error! Bookmark not defined.</b>
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.....	4
8. Equality objectives .....	4
9. Monitoring arrangements.....	4
10. Links with other policies.....	7

*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 Academy 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 member of the local academy board will:

- Meet with relevant staff members termly, to discuss any issues and how these are being addressed and report these using the Trust reporting form
- 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

**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 and 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 INSET.

The school has a designated link local academy board member. They regularly liaise regarding any issues and make senior leaders and other board 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, supporting pupils with religious observances)
- 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)

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

- 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 and with characters who have a protected characteristic
- 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 (in line with our RSE policy and following guidelines that are included within)
- 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

## 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 any gender

## 8. Equality objectives

### Objective 1

**To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils**

Our school is becoming more diverse as numbers continue to increase in all year groups. This is to be celebrated. We plan to track progress of the above groups to ensure all pupils are reaching their full potential and making strong progress from their starting points. New pupil progress meetings will be introduced in September 2023 with additional tracking and monitoring of these

### Objective 2

**Promote understanding and respect for differences through direct teaching in lessons and assemblies**

Our school is becoming more diverse as numbers continue to increase in all year groups. This is to be celebrated. We have introduced the No Outsiders scheme of work to support our statutory duty to teach RSE. This has been shared with parents/carers. We have also ensured our WCR books for September 2023 reflect the diverse society we live in. There are main characters in the books who have a protected characteristic and this will be discussed directly during lessons.

### Objective 3

**Train all members of SLT and the Local Academy Board in recruitment and selection on equal opportunities and non-discrimination. Discussion at LAB meetings will show that 100% of those attending have a good understanding of the legal requirements.**

Over the last 4 years, the school has been through the academization process and the membership of the LAB has changed significantly. Further training is required so all staff understand their responsibilities in this area.

## 9. Monitoring arrangements

- The LAB will update the equality information we publish, at least every year.
- This document will be reviewed by the LAB at least every 4 years.
- This document will be approved by the LAB and shared with Trustees.

## **Appendix 1 – Protective Characteristics**

- **Age** - A person of a particular age or a range of ages. Age discrimination does not apply to the provision of education, but it does apply to work. The admission of pupils out of their chronological age is considered on an individual basis and we would work alongside the admissions teams and other external agencies as appropriate.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (see accessibility plan and SEN local offer on the website). It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. Long-term illnesses such as HIV and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - 'Trans' is an umbrella term to describe people who identify as a different gender to the one they were assigned at birth. Non-binary (people who feel both male and female or feel like neither gender) will also be treated equally in our school community. 'Intersex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as all other children.
- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

