



**Elizabeth Woodville**  
Primary School

## **Equality Information and Objectives Policy**

<b>Status:</b>	Statutory
<b>Designated Committee:</b>	Full Governing Body
<b>Date Approved:</b>	November 2021
<b>Date of Next Review:</b>	November 2025

*Striving for Excellence* ~~~

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## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
Version 1	New Version	Sept 2017
Version 2	Updated	Sept 2019
Version 3	Updated	November 2021
Version 4	Updated with 2021-22 review	December 2022

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## EQUALITY STATEMENT

At Elizabeth Woodville Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our school, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and are able to participate fully in school life.

We have taken an organisational approach and have ensured that all equality strands are woven into the everyday working of our school, particularly in relation to formulating policy and practice around both delivery of our service and employment but also in relation to other functions such as setting budgets, making public appointments and funding.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Elizabeth Woodville Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Policy Statement highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of objectives and action plans and the need and commitment required to ensure the success of our key actions. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers.

Progress towards our equality information and objectives, will be reviewed and reported to the Governing Body annually.

## 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
- 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 Mr. Michael Randle.

**They will:**

- Meet with the designated member of staff for equality annually, 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

Mrs. Cathy Cowles (Business Manager) and Mrs. Lisa Rathbone (PSHE Curriculum Lead) are our designated members of staff for equality.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor annually 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 11.

#### **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 2 years. The headteacher is the designated member of staff for monitoring equality issues, and reports to 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or 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 and opportunities, including accessing information about further education and universities.)

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

- Publish attainment data each academic year through the DfE 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
- Consider evidence available identifying improvements for specific groups 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 which promote diversity, harmony and tolerance. 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, faiths and beliefs
- 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 as part of our risk assessment (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded on the educational visit planning document when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

## 8. Purpose

Our Equality Information and objectives are our school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010. It is an attempt to capture how we are systematically establishing and implementing good practice in equality and diversity

This information sets out how we will:

- develop and review the equality objectives and Action Plan
- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular group of pupils.

## 9. Responding to equality incidents: Complaints

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure. Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

## 10. Tackling Discrimination

Harassment on account of race, gender, disability, religion or sexual orientation is unacceptable and is not tolerated within the school environment. This is made clear in the 2010 Equality Act. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

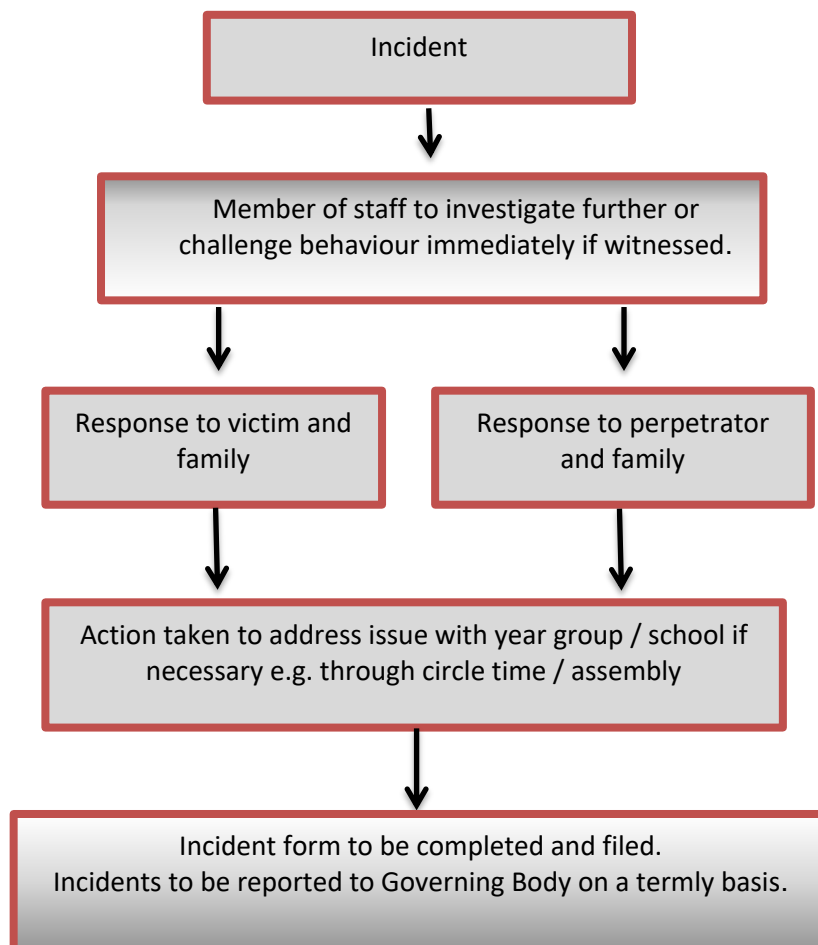


**What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors, such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

**Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole school. We respond to incidents in the following way:



## 11. Equality Objectives/Action Plan: 2021 – 2025

Elizabeth Woodville Primary School is committed to an inclusive ethos, which values the achievements of all children and the contribution they make to school life. All staff recognise that inclusion is a process of development and not a fixed state as it involves an ongoing review of policies and practices so that we can respond to the diverse needs of all pupils in our local community.

We want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children are at the heart of everything we do.

**Main Equality Objectives 2021-2025** (Set every 4 years, but reviewed annually)

**Advance equality of opportunity:**

1. **To increase pupil, staff and governor awareness of legal and human rights and the responsibilities that underpin society.**

**Eliminate discrimination:**

2. **To continue to ensure that SLT and the Governors are clear about their responsibilities in the recruitment and selection of staff.**
3. **To prevent and respond to all hate incidents and prejudiced based bullying.**
4. **To have in place a reasonable adjustment agreement for all pupils and staff with disabilities to ensure any disadvantages they experience are addressed.**

**Foster good relations:**

5. **To promote good relations between people from different backgrounds.**
  - To ensure difference and diversity (LGBTQ+) is understood and accepted and homophobia is challenged

The action plan below provides further detail on how we aim to meet our school equality objectives. **Main objectives are highlighted in bold.**

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s):	Action	Who's responsible?	Dates from and to:	Indicator of Achievement	Reviewed (January 2023)
All aims of duty	All	<b>Main Objective 1:</b> To increase pupil, staff and governor awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To increase awareness of the equal rights and protected characteristics across all groups within school and how it affects each individual	Senior Leadership Team, staff and Governors	Nov 2021 – July 2025	Pupils, staff and Governors are aware of the school's objectives and action plan (age appropriate), including their role in upholding it.	Newly revised PSHE curriculum includes learning units re. human rights. Pupils are starting to be increasingly aware of their own rights and those of others.
All aims of duty	All	All staff receive frequent CPD on the school's arrangements to promote equality in the context of their job role (e.g. All staff - preventing/managing incidents.)  (Teachers/HLTAs – curriculum and teaching and learning strategies)	School staff are able to identify the specific actions and behaviours needed to promote equality in the context of their job role and the impact of this assessed as part of the overall review of policies, procedures & practices in school	Whole school	Identify either in-school or external training providers who will assist with different or alternative strategies. Identify any gaps using gap analysis tools.	SLT	Jan 2023 - on-going	Evaluations of CPD indicate an increase in staff confidence and competence.  Observations of teaching and learning include strategies to promote equality and narrow the gap outcomes.	Equality training scheduled for Autumn 1 2023. Staff training days always have a standing item for equality.
All aims of duty	All	Continue to ensure displays and other images in the school to reflect and promote diversity in terms of the equality groups	For pupils to have positive visual images throughout their education which show and promote diversity	All staff, pupils and visitors	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity  Ensure curriculum promotes role models and heroes that young people can identify with, which reflects the school's diversity in terms of the equality groups.	All staff	Nov 2021 – ongoing	Increased diversity reflected in school displays across all year groups. Increase in pupils' participation, confidence and achievement levels	School displays actively promote diversity in terms with the equality groups. Hall display completed to raise awareness of the school's curriculum work supporting the protected characteristics.

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s):	Action	Who's responsible?	Dates from and to:	Indicator of Achievement	Reviewed (January 2023)
Eliminate unlawful discrimination harassment and victimisation  Equality of opportunity	All	<b>Main Objective 2:</b> To continue to ensure that SLT and the Governors are clear about their responsibilities in the recruitment and selection of staff	Recruitment procedures ensure equality for candidates and that the recruiting panel recruit the best person to the role	Applicants and all school staff including volunteers	Continue to undertake Equality Impact Assessments on Policies/ Procedures relating to recruitment and staffing and ensure alignment with LA/national guidance	Senior Leadership Team and Governors on Staffing Sub-Committee	Nov 2021 – ongoing	Feedback from candidates on the recruitment process indicates fairness  Analysis of recruitment data and trends with regard to race, gender & disability reported annually to staffing committee of governing board.	Recruitment equality procedures continue to be robustly followed. Strong indication of satisfaction in the interview process from applicants and new starters.
Eliminate unlawful discrimination harassment and victimisation	Race/ Religion or Belief/ Disability	To ensure the content of school food within the curriculum and extra-curricular provision meets the needs of all race and faith groups and those with specific health needs	Increased diversity within school meals and food within curriculum activities	All those with specific race, faith, cultural and health needs	Introduce food culture days with different menus to represent diverse groups.  Ensure food within the curriculum represents diverse cultures	Senior Leadership Team  School Food Support	January 2023 – ongoing	Variety and types of food in school extends pupils' knowledge of diversity and wide ranging cultures	Discussions regarding school themed menus arranged for spring term 2023.

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Aim	Objective	Target Group (s):	Action	Who's responsible?	Dates from and to:	Indicator of Achievement	Reviewed (January 2023)
Eliminate unlawful discrimination harassment and victimisation  Fostering and improving good relations	Sexual Orientation/ Race/Gender identity/ Disability / Religion or belief	<b>Main Objective 3:</b> To prevent and respond to all hate incidents and prejudiced based bullying  To ensure difference and diversity (LGBTQ+) is understood and accepted and homophobia is challenged	Pupils/students continue to feel safe as they know that incidents will be dealt with promptly and fairly  Increased staff awareness of how to deliver programmes of support	Whole school and specifically vulnerable and equality groups pupils/students or those from a faith background	Ensure continuing professional development for staff to develop skills in identifying and challenging prejudice-based bullying, including homophobia and transphobia.	SLT	Nov 2021 - ongoing	Increased staff confidence in delivering programmes of support  Hate incident recording continues to be accurate and enables action to be taken quickly  Continued low reporting rates of LGBTQ+ bullying	Review of incident reports demonstrates low level of incidents. Staff training on vigilance to ensure high awareness of any potential incidents. Pupil survey showed strong sense of safety in school. Aut 2022
Advance equality of opportunity	Gender	To ensure that underactive pupils (both boys and girls) are equally involved in physical activity	Improved participation of underactive pupils in targeted sports / physical activities	Girls	Monitor attendance of pupils) at extra-curricular sports clubs	PE Subject Leader and teachers	Jan 2022 - ongoing	Increase in number of underactive boys and girls taking part in physical activity	Wider range of clubs introduced (e.g. archery) to appeal to broader range of pupils. Jan 2023
Advance equality of opportunity	Disability /All	To increase confidence and skills for pupils with emotional wellbeing and social needs	Pupils able to utilise taught strategies to promote their positive mental health and wellbeing	Pupils with emotional, wellbeing and social needs	Continue to train staff to deliver small group work sessions to support targeted pupils/students in developing social and emotional skills Continue nurture groups for the most vulnerable	PHSE co-ordinator  Emotional Literacy Support Assistant	Jan 2022 – ongoing	Support programmes demonstrated high impact of support for pupils.	Zones of regulation wellbeing training provided to all staff and introduced across school. Jan 2023

Link to Public Sector Equality Duty	Protected Characteristic / Equality Group	Aim	Objective	Target Group (s):	Action	Who's responsible?	Dates from and to:	Indicator of Achievement	Reviewed (January 2023)
Advance equality of opportunity	Disability	<b>Main Objective 4:</b> Have in place a reasonable adjustment support for all pupils & staff with disabilities to ensure any disadvantages they experience are addressed.	Support ensures pupil / staff member's needs are met & ensure that any disadvantages they experience are addressed	Staff with disabilities	To complete and action reasonable adjustment support  Ensure ongoing annual review	SLT	January 2023 - ongoing	Staff with disabilities are well supported with reasonable adjustments improving their working experiences.	Reasonable adjustments reviewed as part of appraisal process from Jan 2023 onwards.
Advance equality of opportunity	Other	To improve the attainment and opportunities for pupils eligible for pupil premium	Improved attainment	Children eligible for pupil premium	Continue to review pupil premium strategy annually to eliminate potential barriers for pupil premium students. Collate and analyse data relating to attainment by target group Range of opportunities to develop talents, including participation in extra-curricular activities	SLT	Nov 2021 - ongoing	Improved attainment levels of pupils eligible for pupil premium	PP strategy regularly reviewed and attainment gap decreasing (+13% pupils now on-track for targeted trajectory) See PP strategy Statement.
Fostering good relations	All	<b>Main objective 5:</b> To promote good relations between people from different backgrounds	Improved understanding of Leicester and the diversity within it.  Continued links with schools in other countries to share cultural opportunities	All year groups	Revised programme of visits to city heritage sites, places of worship interwoven into curriculum  Ongoing collaborative partnership links with China celebrating diversity	SLT/PSHE co-ordinator	Nov 2021 – 2025	Programme of activities strengthens diversity awareness	Partnerships extending cultural capital opportunities for pupils.

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			<b>Increased understanding of experiences of disabled people</b>		<b>Invite in representatives from equality charities and disability groups to meet with children</b>				
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**Date Action Agreed: November 2021**

**Date Agreed for Review: Annually up to January 2025**

## **12. Monitoring Arrangements**

The governing body will review and approve the equality information we publish, described in sections 4-7 above at least every year and update as required.

This document will be reviewed by governing body and Equality Governor at least every 4 years.

## **13. Links with other Policies**

This document links to the following policies:

- Accessibility plan