



THE WILLOWS
PRIMARY SCHOOL AND NURSERY

Equality Information and Objectives

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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 requires 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 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 equality link governor is Rosalind Dunhill. She will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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

The designated member of staff for equality, The Inclusion Lead, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term 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 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 will be recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training and updates throughout the year and as part of the September briefing. Further training is identified and provided for individual staff, as required.

The school has a designated member of staff for monitoring equality issues who is the Inclusion Lead, and 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 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 any further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils and consider appropriate ways of addressing concerns and inequalities, taking action if necessary

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 by ensuring that adults model appropriate behaviours and values

- Holding assemblies that deal 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/carers to promote knowledge and understanding of different cultures. In addition, across the wider Academy Trust, pupils are encouraged to participate in pupil voice and other activities, as are adults.
- 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 (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment. The Educational Visits Co-ordinator monitors that this is completed and reviews evaluations of trips on Evolve regularly to ensure that the Equality Act is considered.

8. Equality objectives

Objective 1: *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the governing board.*

Why we have chosen this objective:

- To ensure that our staff are recruited fairly and that there is an open and transparent system of recruitment.
- To ensure that no prejudice is demonstrated, intentionally or unintentionally to any individual or group
- To ensure that the best candidate for each role is appointed and that the school staff is representative of the local and wider community
- To monitor the effectiveness of our recruitment procedures during recruitment processes and how effectively the school is attracting applications from all groups, including those with particular characteristics

To achieve this objective we plan to:

- Continue to use the Essex County Council recruitment documentation and Equal Opportunities Forms
- Follow good practice recruitment procedures as suggested by Human Resources
- Review all recruitment documentation and processes after a recruitment process (successful or unsuccessful) to ensure that no prejudice was demonstrated (intentional or unintentional)
- Monitor and adapt recruitment advertisements etc., if necessary.
 - These operations will be started with immediate effect by the HOSOF.

Progress we are making towards this objective:

- **All model documentation is used during recruitment procedures**
- **The HOSOF reviews all documentation upon receipt.**

Objective 2: *To review provision for all staff and ensure that reasonable adjustments (in line with Human Resources advice/support) for all staff with disabilities is in place by September 2020. Therefore, their needs will be better met and the school will work towards ensuring that any disadvantages they experience are addressed.*

Why we have chosen this objective:

- To ensure that all staff are able to complete their duties free from prejudice or lack of opportunity that is driven by inequality
- To ensure that the school has systems and processes in place to address, as far as reasonably possible, inequality in the workplace
- To ensure that all staff feel valued and that they are able to work towards the school's vision and goals effectively

To achieve this objective we plan to:

- Audit current provision against need (confidentially) and take advice, where necessary, on reasonable adjustments that may be made
- Review documentation such as Performance Management and Stress Risk Assessment documentation in light of equality considerations
- Take individual and whole school action in light of the outcomes of the audit and professional dialogue, above
 - These operations will be reviewed by the HOSOF and actions undertaken as necessary. She will report actions and outcomes etc. to the headteacher

Progress we are making towards this objective:

- PMR cycle is under way and adjustments have been made as necessary
- Staff stress risk assessment has been undertaken and individual adjustments have been made/further advice sought, where necessary
- The school has accessed the support of Occupational Health and Human Resources, where appropriate

Objective 3: Systems will be introduced to interrogate assessment data and data gathered from monitoring activities. These will be used to analyse trends in attainment/under attainment and developing inconsistencies, specifically between groups of pupils with a shared characteristic. Outcomes will be addressed as a part of the monitoring process.

Why we have chosen this objective:

- Recently historical data review systems do not allow for easy and deep analysis of data per characterised group, either historical, trending or developing
- Staff are reviewing and developing assessment systems across all subjects/areas
- New Pupil Progress documentation allows for deeper analysis to take place but needs to be based on secure and timely evidence (which is being generated as above)
- Any inconsistencies in relation to achievement or provision must be addressed in order to ensure success for every learner and to eliminate any prejudice or lack of access to learning due to group characteristic.

To achieve this objective we plan to:

- Complete the review and development of assessment systems
- Use data and outcomes from monitoring to identify and address inconsistencies and hold staff effectively to account
- Close any attainment and progress gap that is identified as a result of the data analysis through structured intervention which will be individual to the class/group etc.
- Provide CPD (continual professional development) opportunities for staff to undertake that will enable them to meet the needs of any identified group, as necessary

Progress we are making towards this objective:

- Assessment data to be completely reviewed
- Assessment systems (whole school) are being developed to ensure that they are accurate and that they meet the current needs of the learners within the school
- Monitor and interrogate data and outcomes from monitoring and taking individual and appropriate action, where necessary is being embedded
 - The headteacher and assessment lead are responsible for this objective

Objective 4: *All members of staff and governors will be trained on equal opportunities and non-discrimination by the beginning of the next academic year. The training will also specifically reflect the needs, educational needs and beliefs of minority groups using our facilities (for example Travellers and Gypsies, Black Minority, Ethnic and disabled persons). Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements and that systems and processes have been adapted where appropriate to do so.*

Why we have chosen this objective:

- To ensure that the school meets the compliance standards as required in the relevant statutory requirements and good practice guidance
- To ensure that staff and governors know how to meet the needs of individual groups and how to monitor this effectively and without prejudice (intentional or unintentional)
- To ensure that the provision that is given to the pupils at the school is inclusive and meets the needs of all learners and that all groups of pupils are given the tools that they need to achieve or exceed their potential.
- To ensure that no learner experiences substandard teaching/learning as a result of non compliance

To achieve this objective we plan to:

- Audit current knowledge
- Audit current provision
- Audit current need within school alongside anticipated need
- Develop and implement a CPD programme
- Monitor outcomes of CPD provision through pupil voice, parent/carer voice, external and internal monitoring, data analysis and regular teaching and learning monitoring
- Review accountability structures and ensure that they take into account the needs of each group from governor to daily monitoring procedures.

Progress we are making towards this objective:

- Monitoring systems are in the process of being developed
- CPD plans, teacher on a page documents and other tracking methods are in the process of being developed.
 - The Inclusion Lead supported by the Deputy Headteacher is responsible for this target.

Objective 5: *To develop a curriculum for the whole school (by September 2020) that is reflective of global and local culture, needs and society. The curriculum will be inclusive and reflective of the cultural capital needed within the school to ensure that all pupils are engaged and make good progress. The curriculum will meet the requirements of the National Curriculum to which the Berlesduna Academy Trust have subscribed and will ensure that all groups of pupils achieve well when compared to National and other benchmarks.*

Why we have chosen this objective:

- Pupil voice, monitoring and outcomes (in all areas of the curriculum) indicate that engagement is low, especially within some groups of pupils with identified characteristics
- The current curriculum does not appear to develop understanding of equality and diversity as it is relevant to the pupils of Felmore, the local community or wider community

To achieve this objective we plan to:

- Review current provision in all areas of the curriculum against engagement, good practice, current pedagogy and outcomes
- Investigate possible curriculum offers and use one to develop a curriculum that is bespoke to the needs of the students at Willows Primary School and takes into account the Equality needs
- Ensure that there are appropriate resources available (including CPD) to provide a quality curriculum and that outcomes and expectations are clearly communicated
- Monitor the provision of the curriculum against the needs of groups of pupils, outcomes for all groups and Equality objectives, taking action where necessary.

Progress we are making towards this objective:

- Pupil voice meetings have taken place
- Staff “voice” and opinion has been gathered
- Data is in the process of being analysed
- Monitoring has taken place against current pedagogy
 - The headteacher with support from the Senior Leadership Team is responsible for this objective.

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

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

This document will be approved by the local governing.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Curriculum and assessment documentation
- Safeguarding Policies and Procedures