

Willow Tree Primary School

Equalities Scheme

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Working together for a brighter future

Legislation and guidance

This document meets the requirements under the following legislation:

Aims

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
- 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](#).

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 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

Eliminating Discrimination

Advancing equality of opportunity

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 further training. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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)
- 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 data referenced above 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

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 using the Jigsaw programme, but also activities in other curriculum areas. For example, as part of teaching and learning in reading, pupils will be introduced to texts from a range of cultures and exemplifying a range of families
- 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

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.

Equality considerations in decision-making

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Equality Objectives

1. To increase children's understanding of equality through direct teaching and enhanced curriculum opportunities.

We have chosen this objective to enhance children's understanding of equality and diversity and understanding of protected characteristics.

We will do this through:

- Jigsaw PHSE lessons
- Real Love rocks – Year 5 relationship programme
- Weekly Assemblies linked to British values and protected characteristics where appropriate.
- Curriculum enhancement days such for Black History Month, Spanish Cultural Day, Anti-bullying week

Progress towards the objective.

- Full implementation of the Jigsaw scheme
- Assembly planner completed shows coverage of religious festivals and events alongside National Awareness Days.

2. We will promote cultural understanding and development through a rich range of experiences beyond the school.

We will do this through the annual schedule of trips and visitors to develop children's cultural understanding. We will audit the curriculum to ensure a broad and balanced curriculum is delivered for all.

Progress towards the objective.

- All English texts have been audited to ensure they are culturally diverse and reflect the community and world in which are children are living
- Subject leaders will continue to monitor their long term subject plans to ensure they are broad and balanced

3. To develop the support available for new children and families arriving into our community especially those with little or no spoken language.

We will do this through a dedicated induction meeting with the schools ELA lead and Family Officer. Translation will be offered as required.

Progress towards the objective.

- Induction meetings for new families are fully implemented
- EMTAS referrals are made where appropriate

Monitoring Arrangements

The Headteacher will update the equality information we publish (Equality Objectives) at least every year.

This document will be reviewed by the School effectiveness Committee at least every 4 years.

This document will be approved by the Full Governing Board.

Links to other Policies

Accessibility Plan

Risk Assessments