



## Worlingham CEVC Primary School

### EQUALITY INFORMATION AND OBJECTIVES

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Headteacher: Mrs Holly Marchand

School No. 935 3111

Date Approved	Approved by	Co. Chair of Committee	Chair Signature
29.11.22	Full Governing Body	Mr Peter Hobbs	



Community, Responsibility, Endeavour, Confidence, Curiosity, Grace  
**Massive Mind, Huge Heart, Guided by God**

*"Like a tree, planted by streams of water, in all that we do, we will prosper"*



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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 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, 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 Holly Marchand 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

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 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 is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive regular refresher 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.

## **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)
- 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, although this may be suppressed data if the numbers are too small so as to prevent the protection of individuals' personal information
- 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 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 participate 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

## 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 will Equality Impact Assess its trips as part of the normal risk assessment process.

## 8. Equality Information 2022/2023

This year, we have 341 pupils on roll. There are 174 boys and 167 girls.

We have 42 children (12.32%) in receipt of Free School Meals.

With regards to Special Educational Needs, we have 4 children (1.17%) with an EHCP and 48 other children (14.08% on our SEN register. We have no disabled children or staff.

There have been no exclusions in the last year.

Attendance figures were not reported for 2019/20 due to Covie-19 and 2020/2021 only partially. Full attendance being reported from September, 2022.

93% of our children are from a 'White British' ethnic background, with 7% who are non-white British.

In terms of Religion, 141 children are from families identifying as Christian, 2 are Sikh, 8 are Roman Catholic, 2 are Protestant and 188 do not report any religion.

## 9. Equality objectives 2020-2024

Intended Outcome	Action(s) to be taken	Resources	Timescale	Implemented by	Monitored by (who and when)
<b>PHYSICAL ENVIRONMENT</b>					
To ensure routes/pathways are clearly marked for Visually impaired users.	Discuss with Vertas/Property regarding best practice and how best to mark these routes appropriately and plan.  KC (or quotes if more appropriate) to then action markings.	Premises budget 21/22	By July 2022	PS	HT reports actions to FGB via SDIP
<b>CURRICULUM</b>					
To improve our children's understanding of different cultures	Ensure that, given our location and context, that this is a 'key thread' of our reviewed curriculum.  e.g: Audit resources as necessary Increase number of visits/visitors Investigate links to a school with a different demographic make up	Funding for new resources, visitors, etc as required	As part of curriculum review work – initially by July 2021, but then reviewed and revisited by July 2023	Curriculum Leads	HT reports actions to FGB via SDIP
<b>WRITTEN INFORMATION</b>					
To look for and be aware of the need for written information to be made available in different forms	Improve our awareness of the needs amongst the parent body.  Standard offer on Acorn newsletter	INTRAN as necessary	By July 2021	PS/Office staff	HT reports actions to FGB via SDIP

## 10. 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 Governing Body at least every 4 years.

This document will be approved by The Governing Body

## **11. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment

V3-November, 2022

## **SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS**

Throughout this policy runs our commitment to safeguarding the well being of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The well being and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.