



Equality Policy and objectives

The Woodlands

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1. 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

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 Management Committee 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 Executive headteacher

The equality link governor is S Green. They will:

- Meet with the designated member of staff for equality every year, 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 management committee regarding any issues

The Executive headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to members

The designated member of staff for equality, A Fletcher, will:

- Support the Executive headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link member every year to raise and discuss any issues
- Support the Executive 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

We acknowledge and welcome our duties under the Equality Act 2010 to:

1. Eliminate discrimination and other conduct that is prohibited under the Act
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

We will not discriminate against or treat a pupil or prospective pupil less favorably because of their:

- Disability
- Gender reassignment
- Pregnancy or responsibilities as a mother
- 'Race' /ethnicity
- Religion or belief
- Sex
- Sexual orientation
- Age
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.
- The school has a designated member of staff for monitoring equality issues, and an equality link member of the management committee. They regularly liaise regarding any issues and make senior leaders and members aware of these as appropriate.

We also welcome our duty under the education and Inspections Act 2006 to promote community cohesion.

- Our school has small numbers on roll and therefore we are applying proportionality to the Equality Act as advised by the European Commission for Human Rights (EHRC) in order to protect sensitive information on individuals.
- We give due consideration to equality issues in everything we do in The Woodlands. We show 'due regard' to eliminate discrimination, advance equality of opportunity and foster good relations between those of a protected characteristic and those without it. The Equality Act protects people from discrimination on the basis of protected characteristics. Everyone has more than one protected characteristic therefore the Act covers everyone from unfair treatment in specific circumstances in school.

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
- 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

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
- Working with our local community. This includes inviting members of the community to speak to pupils during lessons, 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. 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 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.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends in regard to race, gender and disability each year, and report on this to the staffing and pay sub-committee of the management committee

Objective 2

We aim to narrow the gaps in achievement between different groups in relation to National Standards, supporting pupils in class who have additional needs

To achieve this objective we plan to:

- Prioritise quality of teaching methods and strategies.
- Understand that attendance, behaviour and emotional support are necessary but not sufficient for academic success.
- Make every effort to understand every pupil as an individual and tailor their programmes accordingly.
- Link teaching and learning interventions to classroom work, monitor attainment and intervene quickly to address each student's learning needs.
- Ensure all mentors and LSA's have the necessary training and expertise to deliver interventions, provide feedback and monitor progress.
- Monitor the students' progress, providing rewards for positive attitudes, celebrating any achievements of the students - this will encourage themselves and others to continue working hard

Objective 3

We aim to deal with any bullying, prejudice related incidents and unacceptable behaviour that may occur, by providing relevant learning opportunities, so that good practice in equality and diversity is embedded in the culture and work practices of the establishment

This objective reflects the equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes, which as a school we have a right to uphold.

To achieve this objective we plan to:

- Prioritize quality of teaching method and strategies, especially in PSHE
- Follow the Woodlands behaviour policy in regards to bullying, prejudice and unacceptable behaviour
- Use the PSHE association materials and Jigsaw to teach about diversity and bullying, giving the pupils knowledge to make informed choices
- Encourage diversity in all key stages, in lessons, displays and with guest speakers

Objective 4

Train all members of staff and members involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Successful training enables staff and members to become more comfortable with concepts such as unconscious bias at work and cultural competency. This will also give them an understanding of the legal requirements around this area.

To achieve this objective we plan to:

- Identify staff who are involved in recruitment and selection
- Identify training which will encompass equal opportunities and non-discrimination
- Training record to show who has completed the training to be retained by the Executive headteacher

9. Monitoring arrangements

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

This document will be reviewed by the management committee at least every 4 years.

This document will be approved by the management committee

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment