



Whitley Park Primary and Nursery School

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Contents

1. Aims	1
2. Legislation and guidance	1
3. Roles and responsibilities	1
4. Eliminating discrimination	2
5. Advancing equality of opportunity	2
6. Fostering good relations	3
7. Equality considerations in decision-making.....	3
8. Equality objectives	4
9. Monitoring arrangements.....	6
10. Links with other policies.....	6

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.
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- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor Jane Clare. 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 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 every year 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 refresher training every two years.

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 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 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 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.

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: To support the catch up of pupils disproportionately affected by COVID lockdown.

Why we have chosen this objective:

Children have wide gaps in their education due to long periods of lockdown caused by COVID-19.

To achieve this objective, we plan to:

- Support staff with improved use of diagnostic assessment, including training.
- Invest COVID Catch up funding in additional tutoring and support.
- Develop ELAs provision to support children's emotional wellbeing.

Progress we are making towards this objective:

Objective 2: To narrow the gap in attainment of SEND pupils.

Why we have chosen this objective:

Ofsted identified SEND as a priority area for improvement at the last inspection in April 2018. Internal monitoring including analysis of data demonstrates that supporting SEND pupils in the classroom is an ongoing developmental priority.

To achieve this objective, we plan to:

- Deliver further training to all staff on Therapeutic Thinking, Autism and ADHD
- Support staff through regular SEND surgeries
- Rigorously monitor progress as part of the whole school monitoring and evaluation schedule

Progress we are making towards this objective:

Objective 3: To reduce persistent absenteeism of pupils eligible for pupil premium.

Why we have chosen this objective:

Persistent absence at Whitley Park is consistently higher than the national average. This trend reflects the complex needs of the community but also represents a significant barrier to children's progress, often our more vulnerable.

To achieve this objective, we plan to:

- Continue close monitoring and challenge/support of individual families.
- Develop reporting arrangements to ensure a closer focus on impact of agreed actions.
- Keep attendance high priority through regular communication with children, staff and parents.

Progress we are making towards this objective:

Objective 4: To ensure our curriculum reflects the diverse cultural heritage of our school.

Why we have chosen this objective:

We are an increasingly diverse school. We need our curriculum to better reflect the heritage of different cultures, the role women have played in positively shaping society and overall give a more balanced view of the world.

To achieve this objective, we plan to:

- Review our curriculum cycle, ensuring we include an appropriate mix of units.
- Invest in multicultural resources, including books and artefacts.
- Monitor the implementation of this approach.

Progress we are making towards this objective:

Objective 5: To endeavor to ensure that the governing body representation is reflective of the local community.

Why we have chosen this objective:

To achieve this objective, we plan to:

Progress we are making towards this objective:

9. 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 Teaching and Learning Committee at least every 4 years.

This document will be approved by Full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment