



Equality & Diversity Objectives



Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Policy Owner: Executive Head Teacher

Policy Date: September 2018

Policy Review Date: September 2021

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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

Weston St Mary CE Primary School is an inclusive school where we prioritise the well-being and progress of every child, and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Local 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 2 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Head Teacher

The Executive Head Teacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Monitor success in achieving the objectives and report back to the Local Board

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.

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New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at least every 3 years. The school has a designated member of staff for monitoring equality issues.

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 statutory attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data, as well as that for all year groups of pupils, to determine strengths and areas for improvement, implement actions in response and publish this information on our school website
- Make evidence available where necessary, 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 Collective Worship 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

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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

Staff should always consider relevant questions when planning and running activities. The school records any such information as part of its Risk Assessments for trips out of school, or visitors into school. The record is completed by the member of staff organising the activity and is stored electronically on the G Drive, and in paper form in the school office.

Equality Action Plan

Key Objectives	How they will be achieved	Who is involved?	Monitored by:
To monitor and analyse pupil achievement and attendance by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Half termly review of pupil attainment data and attendance / lateness data to identify AND act on any trends / patterns where a gap is developing.	HoS will analyse attendance data. SLT members will analyse pupil data. Corrective action will be taken if needed.	EHT/HoS
To raise levels of attainment in core subjects for vulnerable learners.	Ensure all staff know who these pupils are. Ensure quality first teaching for ALL pupils Ensure that action plans / personal education plans are in place for any vulnerable child who is at risk of underachievement.	HoS and SLT will analyse pupil data. SENCO and teaching staff will develop appropriate, implement and monitor support plans as needed	EHT/HoS SENCO
To identify where parental and/or pupil engagement in learning and school life may be low or at risk. Review across all activities to ensure equity and fairness in access and engagement.	Monitor attendance at parent evening meetings, parent workshops and pupil participation in school events (especially curriculum). Alternative date/ times offered/ telephone consultation etc. Discuss vulnerabilities/ difficulties with families where appropriate – what is difficult? Why? What might help? – as part of existing support plans (IEPs/ TAC etc). Organise and run events designed to promote “open school” e.g. classroom visits, and use these to build links with vulnerable families See also Pupil Premium Plan	Office admin team maintain summary list of family attendance at PT meetings. Lead teacher of any workshop or parental events for their class, notes who did not attend event – info shared with HoS. Actions have been identified and taken for those who are vulnerable. Pupils – school commitment is that all pupils can fully participate; may include preparing spare costumes for charity events/ sports and swimming kits/ spare uniform/ planning ahead for transport to trips/ sports events etc.	Admin Team EHT/HoS Lead teachers PP Link Governor
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities and collective worship, with particular reference to issues of equality and diversity	By embedding SMSC into all we do as a school – SMSC will be a core element of the school’s curriculum. Collective Worship plans	Pupil and parent voice Curriculum monitoring Collective worship plans	EHT/HoS + SLT Subject Leaders Foundation Governor
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	Ensure a seamless curriculum provision of PSHE, SRE and RE to promote this through our curriculum.	Pupil, staff and family surveys Curriculum monitoring Logs of racist, homophobic bullying, etc.	EHT/HoS + SLT DSL Safeguarding Governor

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