

# Wembley Primary School



WEMBLEY PRIMARY SCHOOL

## Equality information and objectives

Reviewed:	Approved by	Date of next review
<i>March 2024</i>	Provision and Effectiveness	Date of final review March 2025
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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

Our school aims to promote respect for difference and diversity in accordance with our school values.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our schools



RRS Article 29: Your right to be the best you can be

## 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



Article 3: Everyone who works with children should always do what is best for each child

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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

**All Staff will:**

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- have regard to this document and to work to achieve the objectives as set out in section 8.

### 4. Eliminating discrimination

Wembley Primary 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.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher /Senior member of staff/ Deputy Headteacher where necessary.

All incidents are reported to the Deputy Headteacher/ Headteacher and racist incidents are reported to the Governors on a termly basis.

### **What is a discriminatory incident?**

Harassment on the grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
  - Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
  - Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

The School will ensure that pupils and staff are aware of how they report incidents. All staff, teaching and non-teaching, will view dealing with incidents as vital to the well-being of the whole School.

We will:

- Develop and adapt our procedures on anti-bullying to include equality perspectives
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity

- Keep a record and report how these incidents are dealt with to the Governors on a termly basis
- Review our approach to race, gender and disability bullying and harassment whenever we review our policy on behaviour.

To be read alongside the behaviour policy and Staff Code of Conduct

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, at Wembley Primary School we aim to advance equality of opportunity by ensuring that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election or co-option); class assemblies; fund raising etc.
- We ensure that children with a disability can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies
- Extended school activities such as breakfast and after-school clubs consider pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.

### **At Wembley Primary School we will provide:**

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs)
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

## 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 Religion & Worldviews 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

### Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Parent Forum
- Questionnaires
- Coffee Mornings
- Parent's evening
- Governor Visits

## 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

## 8. Equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives

Link to Public Sector Equality Duty	Protected Characteristic	Objective	Action	Who is responsible	dates	Milestone Progress
All	Race, gender, disability	All children make excellent progress and achieve highly  In particular- To narrow the gap further between our disadvantaged children and all children	To regularly monitor and analyse pupil achievement and progress by race, gender, economic background and disability and act on patterns in the data that require additional support for pupils	Whole Staff led by SLT	2023-2025	Evidence shows narrowing of the gap-July 2023 July 24 July 25
All	All	For all stakeholders to understand what is meant by a protected characteristic	governors and staff Equality act to be taught during year 5 PSHE (rights and responsibilities of a child unit.) Assemblies to make explicit the equalities act when discussing diversity Staff inset on diversity to discuss the legal framework	Whole Staff led by SLT	2023-2024	All stakeholders will show an understanding of protected characteristics



**Objectives to be reviewed annually and finally in March 2025**

## **9. Monitoring arrangements**

The Headteacher will update the equality information which will be published every year.

This document will be reviewed and approved annually by the Provision and Effectiveness Committee

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-Racist Policy
- Behaviour Policy
- Staff Code of Conduct

