

# Wembley Primary School



WEMBLEY PRIMARY SCHOOL

## Equality information and objectives

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Completed by: Annmarie Taylor-Kent		

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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
- 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 school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **3. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

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

We understand the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

## 4. Advancing equality of opportunity

### How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our policies make explicit that we aim to give careful consideration to equality issues.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We analyse our data to ensure we act upon any concerns in relation to the protected groups.
- We review our accessibility plan every two years with Governors.
- We record any racist or homophobic incidents and act upon any concerns.
- The Leadership Team of the school is concerned with closing gaps, this is reflected in the school's values.
- We give due regard for equality issues in decisions and changes we make.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- Our complaints procedure sets out how we deal with any complaints relating to our school.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

## Disability

We are committed to working for the equality of people with and without disabilities.

### How we advance equality of opportunity:

- We set challenging targets to ensure our children with disabilities make good progress.
- We closely track the progress of our children using appropriate assessment tools and resources (e.g. BARICS)
- We provide good quality training for our staff on inclusion.
- When required we gain external advice and support
- We promote positive links with our parents.
- There is a designated Governor for SEN.
- Specific targeted support where appropriate.
- Annual reviews
- Liaising and working in partnership with a number of professional organisations.
- The effective and appropriate use of a wide range of resources.

### How we foster good relations and promote community cohesion:

- Our school admissions criteria which welcomes all pupils.
- Home visits prior to starting school in our nursery/induction meeting prior to a school placement.
- We liaise with special schools in the borough regarding effective provision
- Regular meetings with parents.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We ensure that the curriculum and resources we use have positive images of disabled people.

### What has been the impact of our activities? What do we plan to do next?

- Children experience a positive start.
- Parents are kept well informed.
- Effective, positive relationships with parents, school and home working in partnership to support the child.
- Effective inclusion of children with disabilities.

## Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We have identified attainment gaps for one specific group; actions have been identified to close these gaps.

### **How we advance equality of opportunity:**

- Initial assessments are completed promptly for new arrivals and learning plans are put into place, these may include targeted intervention.
- We identify appropriate provision and then monitor its impact.
- A supportive network, we use a variety of strategies to support our new families. Children are buddied up with a child with the same home language.
- We monitor the attainment and progress of all pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.

### **How we foster good relations and promote community cohesion:**

- At Wembley Primary School we are concerned with promoting the spiritual, moral, social and cultural development of all our children.
- Special events-international day, family picnics, assemblies.
- Parents' workshops.
- An informal open door policy, staff are available at the start and end of the day.
- Deputy Headteacher/Assistant Headteachers meet all new families for an induction meeting. Interpreters are invited to these meetings, if required.
- Special induction meetings for our families with children starting in Nursery or Reception.
- Story Week-stories are shared by staff and parents from a variety of cultures
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.

### **What has been the impact of our activities? What do we plan to do next?**

- A high number of parents attend school events including; parents' evenings, assemblies, international week events.
- We have a high number of parents from different ethnic backgrounds supporting learning throughout the school.

## **Gender**

We are committed to working for the equality of women and men.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We have identified attainment gaps between boys and girls in different areas of the curriculum. Actions have been identified which aim to close these gaps

### **How we advance equality of opportunity:**

- We monitor the attainment and progress of all our pupils by gender.
- We take a “Which boys? Which girls?” approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- Through our extended school provision-boys and girls are equally represented.
- The School Council ensures both boys and girls views are equally represented.
- Sports team-again these are equally represented by boys and girls.
- Our student Leaders are both boys and girls.
- We invite role models into the school to talk to the children; we ensure that these represent both genders.
- We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.
- Ensuring the curriculum interest both boys and girls

### **How we foster good relations and promote community cohesion:**

- Whole school events-bring your Dad/Mum to school-both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children’s learning and progress.
- We ensure we include positive, non-stereotypical images of women and men, girls and boys across the curriculum.

### **What has been the impact of our activities? What do we plan to do next?**

- We have narrowed the gap between boys and girls in some areas
- We have a curriculum in place that engages both boys and girls

## **Religion and belief**

We are committed to working for equality for people based on their religion, belief and non-belief. At Wembley Primary School we respect the religious beliefs and practice of all staff, pupils and parents, and we comply with reasonable requests relating to religious observance and practice.

### **How we advance equality of opportunity:**

- We support our pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.
- We promote inclusion for all our faith groups in all parts of the curriculum we achieve this through parents’ meetings.



### **How we foster good relations and promote community cohesion:**

- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Religious leaders are invited into school at special times of the year to lead assemblies.

### **What has been the impact of our activities? What do we plan to do next?**

- Low numbers of racist incidents.
- We have a rich curriculum that enables children to learn about different cultures and religions.
- High participation in all curriculum areas.

## **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 Learning Walks

## 6. 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.

## 7. 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.

**Equality objective 1: To narrow the gap further between our disadvantaged children and all children**

**Equality objective 2: To ensure our Black Caribbean children achieve in line with other groups in the school-See School Improvement Plan**

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

## 8. Monitoring arrangements

The Headteacher will update the equality information we published least every year.

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

## **9. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment

