



Equality Information & Objectives Policy 2023 - 2024

Accepted by Trustees in: May 2023

Due for next review in: May 2024

www.woodsideschool.co.uk

Contents

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

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

Every member of our school community is regarded as being of equal worth. We recognize and value differences and try to meet the needs of individuals, in order that everyone has access to the educational and wider opportunities offered by our school. At Woodside School we believe that every member of our school community including trustees, staff, parents, carers, children, visitors, and the wider community have an important role to play in ensuring that we actively promote equality and strive to eliminate discrimination.

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 Trustee 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, children and parents/carers

- 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 among staff and children
- Monitor success in achieving the objectives and report back to trustees

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

Woodside 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 trustees 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.

Our vision and values guide us in everything we do at Woodside and express our commitment to equality for all.

Mission Statement

At Woodside we strive to ensure that our children are happy, confident and aspirational, always trying their best. Woodside children are encouraged to be respectful, resilient and to take responsibility for their own actions, making positive contributions that are recognised and celebrated by the wider community.

Our Vision

To be a centre of excellence, a leading and diverse school which nurtures children to be the best they can be (academically, personally, socially), and where every child achieves their aspirations and leaves with the confidence to further achieve their potential.

Woodside Values

Creativity

We value originality, inventiveness and imagination.

We use our creativity to problem-solve and create new things. This could be a piece of art, writing a story, a dance sequence, a new song, a new playground game. The list is endless.

Our creativity helps us to tackle challenges with resilience and positivity, preparing us to respond to our future in an ever-changing world.

Aspiration

We all want to do our best in all that we do.

We think about our hopes and dreams for the future, and develop the knowledge, understanding and skills to achieve our goals.

We use positive role models to inspire and guide us.

Respect

Our school is an inclusive and respectful environment.

We treat each other with understanding and tolerance. We celebrate our similarities and differences, and how these all come together to make our unique school community.

We develop our understanding of those outside our community and treat everyone as we wish to be treated.

We also show respect and care for our environment both locally and globally.

Empathy

We are socially and emotionally aware of others. We can look at things from someone else's perspective and understand how they may be feeling. This helps us to respond to others with compassion and kindness. This makes our school community happy, safe and inclusive.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Woodside 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 children 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 children to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Where applicable, make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Where applicable, publish data about any issues associated with particular protected characteristics, identifying any issues which could affect our own children. **Data will only be published if individuals cannot be identified. We will consider our GDPR and data protection duties before publishing data. In-school data of children with protected characteristics will be used to inform policies, procedures and equality objectives.**

6. Fostering good relations

Woodside School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Spiritual, moral, social and cultural development is the golden thread that runs through all aspects of life at Woodside
- 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
- Ensuring all children have access to a wide range of extra-curricular activities
- 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

- › Resources take into account equality and diversity. For example, mentor texts are carefully selected to give our children experiences of other beliefs, backgrounds, life experiences of other children, to promote discussion around global affairs, and to inspire and to introduce possibilities for the future
- › Celebrating our unique Woodside identity through displays and newsletters
- › 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 children within the school. For example, our School Council has representatives from different year groups and is formed of children from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- › 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

Woodside 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 (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.

Our behaviour, attendance and admission policies and procedures fully comply with the Equality Act. Leave of absence is granted for special events related to personal beliefs and practices where appropriate.

Reasonable and appropriate adjustments are made for children with special educational needs. We also take into account personal circumstances that impact upon individuals.

8. Equality objectives

Objective 1

To increase the numbers of SEND children accessing extra-curricular opportunities.

Analysis of children attending clubs shows that some SEND children attend clubs but there are some key barriers. Most clubs take place after school which many of our SEND children find difficult because of stamina. We also know our SEND children like physical activities. Again, physical activity at the end of the day can be a challenge so we will identify other opportunities.

Objective 2

Train all members of staff, and trustees involved in recruitment and selection, on equal opportunities and non-discrimination by January 2024. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

It is fundamental to our school policies and values that all staff, and trustees, have a thorough and current understanding of our legal requirements with regard to equality.

Objective 3

Raise the attainment of boys in Year 1 Phonics Screening Test to close the gap with girls' attainment.

Girls consistently out-perform boys in the Y1 PST. We want our boys to have equal access to the curriculum by ensuring they develop an understanding in phonics that allows them to read and write with increasing fluency.

Objective 4

To encourage girls to consider non-stereotypical career options.

Our school vision and mission statement include high aspirations for all of our children. We want our girls to know that they can work toward their career aspirations with equality and confidence.

9. Monitoring arrangements

The Headteacher will update any equality information we publish (if appropriate), annually.

This document will be reviewed by the Trustee Board annually.

This document will be approved by the Trustee Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Mission statement and school values
- Strategic plan
- Risk assessments