

Equality Information and Objectives

Woodbridge Junior School



September 2023

Approved by: Woodbridge Junior School Governors	Date:
Last reviewed on:	New this year
Next review due by:	September 2024

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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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the headteacher every term 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

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.

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

Woodbridge Junior 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 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.

Understanding Our School Community – Pupils

There are currently 223 pupils on roll including 121 boys and 102 girls (February 2024)

The School holds the following information on ethnicity;

Ethnicity - Reporting By Gender

DFES	Ethnicity	Boys	Girls	Total
AOTH	Any Other Asian Background	15	18	33
BOTH	Any Other Black Background	4	1	5
OOTH	Any Other Ethnic Group	3		3
MOTH	Any Other Mixed Background		3	3
WOTH	Any Other White Background	4	5	9
BAFR	Black - African	1		1
CHNE	Chinese	1	2	3
WBRI	White - British	90	72	162
MWAS	White And Asian	2	1	3
Totals		120	102	222

The school holds the following information on religion:

Religion - Reporting By Gender

DfES	Religion	Boys	Girls	Total
CH	Christian	1		1
n/s	Not Specified	115	99	214
RC	Roman Catholic		1	1
Totals		116	100	216

The school holds the following information on language:

Language - Reporting By Gender

DfES	Language	Boys	Girls	Total
OTB	Believed to be other than English	3		3
CHI	Chinese		2	2
ENG	English	104	85	189
GRE	Greek	1		1
NOT	Information not obtained	7	13	20
POL	Polish	2	1	3
POR	Portuguese	1		1
RUS	Russian	1	1	2
TUR	Turkish	1		1
Totals		120	102	222

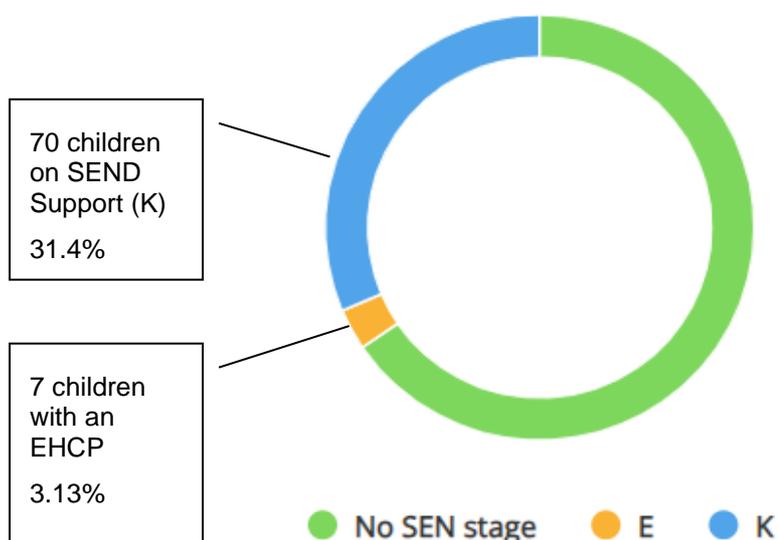
The school holds the following information on language spoken at home:

Language Spoken at Home - Reporting By Gender

DfES	Language Spoken at Home	Boys	Girls	Total
AFK	Afrikaans		1	1
ENG	English	9	9	18
n/s	Not Specified	105	89	194
RUS	Russian	1	1	2
Totals		115	100	215

There are 77 children on the SEND register. The breakdown of SEND Types is:

Pupils by SEN Stage



8. Equality objectives

Objective 1: *Develop and improve our whole school approach to LGBTQ+ inclusion and visibility and develop strategies to effectively challenge and combat LGBTQ+ phobic bullying.*

Why we have chosen this objective: A staff survey by Diversity Role Models found that staff perceive LGBTQ+ to be the least taught protected characteristic. The parents and Carer survey found that 24% of respondents disagreed with the following statement; “Students and families with protected characteristics feel safe at this school.”

To achieve this objective, we plan to:

- Take part in the Rainbow Flag accreditation to further develop our whole school approach.
- Identify and train two members of staff to lead on our whole school approach.
- Adapt and improve our school policies to ensure that they are fully inclusive.
- Provide a programme of whole staff training so that all members of staff understand our school approach and feel confident in our agreed policies and practice.
- Hold parent sessions to consult on and then inform them of our approach and policies.
- Further develop our systems for ensuring that all children at our school feel valued, consulted, seen and heard.
- Develop staff expertise in responding to LGBTQ+ phobic bullying in school.

Progress we are making towards this objective:

Objective 2: *Develop and improve our whole school approach to supporting bilingual learners and raise the profile of language learning in school so that bilingual children and families feel valued, included and well-supported at Woodbridge.*

Why we have chosen this objective: In the past two years, the number of bilingual children attending our school has increased and we now have thirteen different languages spoken by children at our school. Staff need support in developing the expertise to support bilingual learners in school.

To achieve this objective we plan to:

- Purchase a subscription to the Sheffield EAL programme.
- Train two members of staff as EAL Champions.
- Cascade training to whole staff as appropriate to role..
- Hold a Languages Week to celebrate languages and involve family members in teaching their home language to classes.
- Celebrate proficiency and achievement in language learning and give all children opportunities in learning languages.
- Ensure that new arrival children and families are well-supported, included and feel valued when joining our school.

Progress we are making towards this objective:

July 2023 Subscription purchased.

July 2023 Word Aware vocabulary development training provided to whole staff.

EH and LN taking part in EAL Champion training from September 2023.

Languages Week took place October 2023. The parents of seven children came into school to teach their language to their child’s class.

9. Monitoring arrangements

The Governing Body and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the headteacher and Governor with responsibility for Equality at least every 4 years.

This document will be approved by the Governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- PSHE Curriculum