

Equality Information and Objectives

Woodbridge Junior School



September 2019

Approved by:
Woodbridge Junior
School Governors

Date: September 2019

Last reviewed on: September 2019

Next review due by: September 2023

Contents

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

.....

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 195 pupils on roll including 100 boys and 95 girls (September 2019)

The School holds the following information on ethnicity;

Ethnicity - Reporting By Gender

DfES	Ethnicity	Boys	Girls	Total
OOTH	Any Other Ethnic Group	1		1
MOTH	Any Other Mixed Background	2	2	4
WOTH	Any Other White Background	3	3	6
CHNE	Chinese		1	1
NOBT	Information Not Obtained	1		1
n/s	Not Specified		1	1
REFU	Refused	1		1
WBRI	White - British	91	85	176
MWAS	White And Asian	1	1	2
MWBA	White And Black African		2	2
Totals		100	95	195

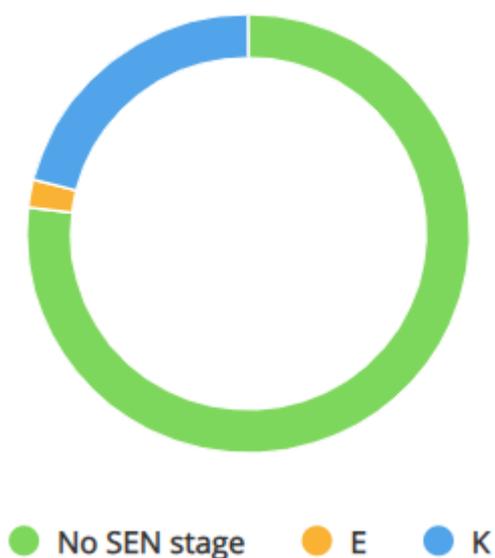
The school holds the following information on religion:

Religion - Reporting By Gender

DfES	Religion	Boys	Girls	Total
CH	Christian	3	1	4
MU	Muslim	1	1	2
NO	No Religion	1		1
No	None	1	2	3
n/s	Not Specified	92	88	180
No	Not collected by	1	1	2
No	Not provided by	1		1
Totals		100	93	193

There are 45 children on the SEND register. The breakdown of SENF Types is:

Pupils by SEN Stage



8. Equality objectives

Objective 1: Ensure that boys make accelerated progress in Reading so that they achieve in line with or close to National Averages.

Why we have chosen this objective: In 2019 KS2 SATs tests, boys' progress score was -6 compares to girls' score of -3.6. The average scaled score for girls was 102.1 compared to boys of 99.9.

To achieve this objective we plan to:

- Start a Boys Book Club,
- Start a system of reading buddies for older boys to read with younger ones (Year 5s with Y3)
- Use Pupil questionnaires to target our spending on books for our Accelerated Reader scheme.
- Hold parent workshops to support parents with encouraging their boys to read and with how to support their progress
- Ensure boys are prioritized in Class Action Plans for reading

- Hold a 'Real Men Read' theme week to promote positive attitudes to men reading.

Progress we are making towards this objective:

Objective 2: *Through curriculum opportunities and wider school life the school will promote positive attitudes towards promotion of sexual orientation equality.*

Why we have chosen this objective: Our monitoring has shown that this an area of development within our community context, which may have on occasion overspilled in to school.

To achieve this objective we plan to:

- Carry out a whole school unit of work focused on difference and diversity as part of our new PSHE Matters curriculum.
- Hold a whole school assembly on different families and mutual respect.
- Update the PSHCE Action plan to ensure any identified issues are tackled at a whole school level through the curriculum.
- Involve the School Council in carrying out Pupil interviews across school to gather perceptions on their current understanding/views.
- Link to British Values- a golden thread through subjects across the curriculum.
- Continue to have a zero tolerance approach to incidents related to the use of inappropriate language related to sexual orientation equality.

Progress we are making towards this objective:

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