

WREN PARK PRIMARY SCHOOL



EQUALITY POLICY and ACTION PLAN 2024 -2028

Policy Name:	Equality Policy 2024 -28	
Frequency of Review:	Annual	
Review Dates:	Summary of Key Changes (introduced from policy reviews after Jan 22)	Ratified By: ✓ FGB/ Committee / Other
29/09/21		
02/09/24	Some terminology has been updated, e.g. child on child abuse	

Next scheduled review: September 2025

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

Wren Park Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the *UN Convention on the Rights of the Child*, the *UN Convention on the Rights of People with Disabilities*, and the *Human Rights Act 1998*.

Our approach to equality is based on the following 7 key principles:

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

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](#).

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or staff, or treat them less favourably because of their:

- Sex (gender)
- Race
- Disability
- Religion or belief
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity
- Age
- Marriage and civil partnership

Age and marriage and civil partnership are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or “general duty” This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years, which are specific and measurable

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Addressing prejudice and prejudice based bullying

What we are doing to eliminate discrimination, harassment and victimisation

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- Child on child abuse is taken seriously and victim and perpetrator are provided appropriate support.
- Children at risk of becoming isolated and possible victims of radicalization are supported and referral to appropriate agencies are made when required. Compliance with PREVENT Duty.
- Incidents of online bullying are followed up with victim, perpetrator and parents including text and social media incidents

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data and take action to reduce incidents

We know the needs of our school community well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings. We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to reduce any gaps, for example, for those making slow progress in acquiring age- appropriate literacy and number skills.

We collect, analyse and publish data: on the school population by gender and ethnicity; on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;

by year group – in terms of ethnicity, gender and proficiency in English; on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

We analyse of standards reached by different groups at the end of each key stage:

Ethnic groups

FSM and non-

FSM Gender

SEND K and SEND E (EHCP)

Pupil Premium and non-Pupil Premium children

What we are doing to advance equality of opportunity between different groups

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school. We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving. We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We are also implementing an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils and their parents.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

Events in 2020 around the Black Lives Matter issue and more recently the summer riots in the UK 2024 has highlighted ongoing inequalities and disenfranchised sectors of the community within aspects of society and has shone a light on sections of society which are under-represented and face adversity and discrimination now and historically. It is important that we do not shy away from such issues but use current affairs as an opportunity for discussion, questioning and educating through wider understanding at an age appropriate level. Our curriculum should reflect the diverse society in which we live and celebrate human achievement, cultural traditions, it should cover aspects of overcoming adversity for minority groups including amongst many other disabled people with visible and non-visible disabilities. It is important that we teach children to care for others emotional well-being as well as to develop a sense of their own belonging, pride and confidence. Our curriculum including the use of visitors, displays and themed work should be reflective of society and inclusive of all whilst tackling extremism and promoting tolerance.

What we are doing to foster good relations

We promote values sometimes referred to Fundamental British Values of tolerance, respect, rule of law and fairness, freedom to express opinion and democracy. These are taught through the curriculum and when events in the school community or beyond provide further opportunity to educate our children.

- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We promote the understanding of British Values through our scheme of work.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.
- We teach about protected characteristics and the rights of a child.
- We invite our community to take part in the wider school events and use them as a resource eg. visiting speakers, helpers within school
- We use Picture News resources to highlight particular current issues to educate and tackle prejudice and discrimination.
- We maintain an open culture of dialogue with our parents, staff and wider community.

Other ways we address equality issues

- Our monitoring includes evaluations of aspects of equalities
- We review all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils. The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from parent questionnaire, parents' evening, parent forum, secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons;
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps,
- Mentoring and support;
- Ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives for 2024 are:

Monitoring and reviewing objectives

We review, update and refine our equality objectives every year and report annually to the governing body on progress towards achieving them. We welcome the views of our, pupils, governors and parents and carers.

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. They will have expert and informed knowledge of the Equality Act.

Roles and Responsibilities

Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the school's principles, for example,
- In providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and
- Teaching, especially those who may (sometimes temporarily) find aspects of academic
- Learning difficult
- Keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring & Reviewing the Policy

We review the information about equalities in the policy periodically and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

This Equality Policy is available:

- On the school website
- Hard copy in the school office
- As part of induction for new staff and as part of our governor cycle of training

We value views and contributions on issues of equality from our wider community. Should you have any questions or concerns please contact us as this will be useful in shaping our future work.

Summary of changes 2024



Equality Action Plan 2024

Objective	Action(s)	Staff	Resources (inc cost)	Start date	Review/ Finish date	Success Criteria	Monitoring procedures
Promote and secure good attendance for all children, individually and by group (SEND, PP and by ethnic group)	<ul style="list-style-type: none"> Appoint and train Attendance Officer. Use of LA ATTEND framework and engaging with CPD offers around attendance. Use of Working Together to Improve School Attendance 2024 (DfE guidelines) Introduce weekly monitoring at SLT level Introduce teaching staff to weekly attendance and welfare concerns notifications Agree format for reporting to governors on attendance 	HT Attendance Officer (KJ) AO/SLT SLT/AO All teachers/ AO HT/AO	AO salary No cost for CPD No cost SLT time Teaching staff 5 mins weekly HT/AO time	Summer 24 Autumn 24 Autumn 24 Autumn 24 Autumn 24 Autumn Term 2 2024	Ongoing Ongoing Ongoing Spring 25 Spring 25	School attendance figure is above national average. Aspiration for 0% unauthorised absence over 4 years. Persistent absence numbers to decline. Support to be given to families who are dropping below expected attendance. Examples of approved attendance (case studies).	Attendance officer daily and weekly checks. SLT to check weekly attendance concerns raised. EWO termly monitoring meetings. Termly reports to governors on attendance.
Secure good pupil progress for <u>all children</u> , having high ambition for all	<ul style="list-style-type: none"> Monitor by groups Introduce smaller step assessments for some SEND pupils with EHCPs. Further CPD on Teaching & Learning 	SLT SENDCo SENDCo	SLT time SENDCO time and Staff meetings	Ongoing Spring 1 2024 Autumn term 24	Ongoing Summer 2 2024 Termly T&L	Pupils will make at least expected progress in R,W,M year on year. Data supports progress of SEND	Learning walks Book scrutiny Use of SONAR data Moderation within school and with other

	<p>around adaptive teaching.</p> <ul style="list-style-type: none"> • Introduce best practice 'Walkthrus' (Sherrington and Caviglioli) • Teachers delivering the intended curriculum following LT, MT agreed plans and adapting where necessary. • Monitoring of work across school and with partner schools. Subject leads to promote best practice and monitor standards. 	<p>HT</p> <p>All teachers</p> <p>All teachers and subject leads</p>	<p>Staff meeting and INSET</p> <p>No additional cost</p> <p>Staff meetings and release time as necessary</p>	<p>Autumn 24</p> <p>Ongoing</p> <p>Spring 24</p>	<p>committee updates</p> <p>Ongoing through learning walks</p> <p>Ongoing</p> <p>Summer 24</p>	<p>pupils across school. SEND pupils having access to a full national curriculum offer through adaptive teaching and where necessary life skills work.</p>	<p>schools in the locality</p>
<p>Promote positive behaviour and attitudes amongst all children</p>	<ul style="list-style-type: none"> • Implementation of Personal Development activities as outlined in overview. • Teaching of British Values through scheme of work and Picture News • Assembly opportunities used to promote positive values and ethos. Themed days to enhance and promote citizenship/ 	<p>HT/AHT All staff</p> <p>HT All staff</p> <p>HT</p> <p>HT All staff</p>	<p>PD associated costs.</p> <p>Subscription to PN</p> <p>Small cost for themed days resources</p>	<p>Yearly calendar</p> <p>Piloted and implemented 23-24</p> <p>Yearly calendar</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Safe & happy children</p> <p>Low incidents of prejudice & discriminatory behaviours and reducing over time.</p> <p>Low incidents of disruptive behaviour within classes.</p> <p>Zero incidents of seclusion and fixed term suspensions and exclusions (aspiration for 0%)</p>	<p>Pupil voice & surveys</p> <p>Use of CPOMs and incident logs</p> <p>Review yearly calendars against changes</p> <p>Computing lead and HT to monitor E-Safety including SBM and IT technician for</p>

	<ul style="list-style-type: none"> Teaching of protected characteristics and UN rights of a child RSHE curriculum reviewed and including any necessary amendments Promotion of online responsible behaviours through teaching of E-Safety School culture and ethos of children being able to share concerns with a trusted adult. Continued work on the Relational Behaviour Policy. Extra vigilance and awareness that EYFS, SEND and pupils with protected characteristics may be more vulnerable 	<p>HT/AHT</p> <p>HT Computing lead</p> <p>All staff</p> <p>SLT All staff</p> <p>All staff</p>	<p>PN subscription</p> <p>No cost</p> <p>Computing lead time</p> <p>No cost</p> <p>SLT time</p> <p>No cost</p>	<p>Implemented 23-24 Spring 25</p> <p>Start Sept 24</p> <p>Ongoing</p> <p>Ongoing updates and training</p> <p>Autumn 24</p>	<p>Summer 25</p> <p>Build on previous work</p> <p>Ongoing</p>	<p>Children are displaying school values, upholding British Values and acquiring the skills and attitudes required for modern day life in Britain. Children can talk about British Values, protected characteristics and the rights of a child, and how this applies in their lives.</p>	<p>filtering and monitoring tasks</p>
<p>Develop staff and governor awareness of equality and the part they play in promoting it.</p>	<ul style="list-style-type: none"> Appoint a new SEMH lead Team teach train the trainer Staff training on autism awareness within adults (KS2 2024 KS1 2025) Staff and governors responsible for recruitment to be 	<p>HT</p> <p>HT</p> <p>HT/SBM</p> <p>HT/SBM</p>	<p>External trainer Oct 24 £1300 INSET time</p>	<p>Sept 24</p> <p>Spring 25</p> <p>October 24</p> <p>Ongoing</p>	<p>Sept 24</p>	<p>Training completed and cascaded to all staff . Recruitment follows safe recruitment process New SEMH lead in place and given training</p>	<p>Staff CPD logs and INSET notes Parental and pupil questionnaires</p>

	aware of protected characteristics, unconscious bias and the promotion of equality and diversity within the work place.						
SEND ambition (links to objectives 1-4 above)	<ul style="list-style-type: none"> • Termly MEP reviews with parents • Annual reviews of EHCPs • Implementation of provision on EHCPs and MEPs. • Improved spaces, resources and interventions for quiet space and development of sensory area. • Development of an environmental and resources plan, SEND best practice wish list. Share this with resources committee, RAG rate it and cost this out over a 4 year plan for governors to address and prioritise need. 	<p>SENDCo All staff</p> <p>SENDCo All staff</p> <p>HT/ SENDCo</p> <p>SENDCo</p>	<p>Cover for teachers Cover for 1:1 or teacher E3 funding and notional budget</p> <p>Substantial costs to be decided</p> <p>SENDCo time</p>	<p>Termly</p> <p>Scheduled on rolling programme</p> <p>Ongoing</p> <p>Autumn 24</p> <p>Autumn 2 2024</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn 28</p> <p>Summer 24</p>	<p>Culture of inclusion and high expectations and aspiration (ambition) for all children evident in all classrooms. All children identified as SEND K or E are provided with equal opportunities and produce work of the highest possible standards, academically, socially and emotionally, including life skills and are included in all aspects of school life</p>	<p>Progress measures using SONAR, teacher assessments and annual review data.</p> <p>Learning walks Provision maps</p> <p>Governors resources meetings monitor finances required and spent</p>

