



Equality Information and Objectives 2024-2028

Monitoring/review arrangements	Next review = May 2028
Policy reviewed by	Emma Lote, Headteacher
Date	May 2024
Approved by Governors	May 2024

It is a primary aim of Westfield Primary that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

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

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](#).

Responsibilities

The governing board:

- Ensures 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
- Ensures that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegates responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The designated link governor, who oversees personal development, meets with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed. They:

- Ensure that they are 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:

- Promotes knowledge and understanding of the equality objectives among staff and pupils
- Monitors success in achieving the objectives and report back to governors

The designated member of staff for equality:

- Supports the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Supports the headteacher in identifying any staff training needs, and deliver training as necessary

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

Eliminating discrimination

Westfield Primary 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.

Staff are trained in the knowledge and skills needed to ensure school is meeting its legal requirements in equality and diversity and is promoting a more tolerant, inclusive and diverse working environment.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Westfield Primary aims to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by pupils, which are connected to a particular characteristic they have e.g., those with disabilities.
- Taking steps to meet the particular needs of pupils who have a particular characteristic e.g., enabling a Muslim pupil to pray at prescribed times.
- Encouraging all pupils, regardless of disability, race, gender etc. to participate fully in any activities e.g., after-school clubs.

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

- Collate 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.
- Identify any issues, associated with a particular characteristic, which could affect our pupils.
- Make evidence available identifying improvements for specific groups e.g., declines in racial incidents reported.

Fostering good relations

Westfield Primary aims to foster good relations between all groups of people, regardless of disability, race, gender etc. by:

- Promoting tolerance, friendship and understanding through different aspects of our curriculum. This includes teaching in RE and personal, social, health education (PSHE) as well as activities in other curriculum areas e.g., as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues.

- 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 pupils within the school.

Equality considerations in decision-making

Westfield Primary ensures it has due regard to equality considerations whenever significant decisions are made and 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:

- Has equivalent facilities for boys and girls
- Is accessible to pupils with disabilities
- Cuts across any religious holidays

Equality Objectives

Objective 1: Foster good relations between pupils of different race, religion or belief; eliminating any related discriminatory incidents.

Why we have chosen this objective:

Westfield Community Primary School is located in the village of Wombourne in South Staffordshire. The vast majority of pupils who attend are 'White-British' (94%). Other ethnicities that make-up the school population include:

- Any other Asian background – 3 pupils
- Any other White background – 3 pupils
- Any other mixed background – 5 pupils
- Black Caribbean – 1 pupil
- Indian – 5 pupils
- Pakistani – 3 pupils
- White and Asian – 1 pupil
- White and Black Caribbean – 4 pupils

Four of the leading World religions are represented in the school population:

- Christianity – 165 pupils
- Hindu – 1 pupil
- Muslim – 6 pupils
- Sikh – 7 pupils

In an increasingly multi-ethnic & multi-cultural society it is imperative that pupils:

- Improve their knowledge, skills and attitudes to enable them to appreciate and value difference and diversity.
- Are able to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Are able to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

- Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

To achieve this objective, we plan to:

- Increase understanding of other cultures through the curriculum
- Provide a breadth of resources E.g., library books, that are representative of a range of cultures
- Ensure that each year group learns about different World religions, in-line with Staffordshire RE syllabus.
- Regularly invite visiting speakers, from different religions, to talk about religious beliefs and practices
- Give pupils in all year groups the opportunity to visit places of worship, in and around the local area, including churches, mosques, Sikh Temples
- Celebrate 'diversity' when talking about ourselves in PSHE lessons, circle-time & assemblies
- Work towards achieving the silver RE quality mark by 2028, through developing links with other schools and sharing good practice
- Record any incidences of prejudice-related bullying and address any use of derogatory language related to race, religion or belief with individuals, in-line with the school's behaviour policy

Objective 2: Foster good relations between pupils of different sex/gender/sexual orientation; eliminating any related discriminatory incidents.

Why we have chosen this objective:

Westfield Community Primary School is located in the village of Wombourne in South Staffordshire. Although the catchment is varied, typically households are gender stereotypical. During the Summer Term 2023 there were a number of observations made and incidents reported including:

- KS2 boys saying the girls can't play/are no good at football
- KS2 boys saying to other boys "stop being a girl"
- EYFS girls saying to boys "that's a girl's game"
- KS2 pupils using the terms 'gay'/'lesbian' in a derogatory way

The 2021 census found that 3.2% of people in England and Wales identified as lesbian, gay, bisexual, or other, and 262,000 people identified as transgender.

In an increasingly diverse Modern Britain, it is imperative that pupils:

- Improve their knowledge, skills and attitudes to enable them to appreciate and value difference and diversity.
- Are able to be reflective about their own beliefs, that inform their perspective on life and their interest in and respect for other people
- Have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Develop tolerance, friendship and understanding of others

To achieve this objective, we plan to:

- Increase understanding of LGBTQ through the curriculum (age-appropriate)
- Provide a breadth of resources E.g., library books, that challenge stereotypes and reflect LGBTQ relationships

- Ensure that each year group learns about different relationships, acknowledging different sex/gender/sexual orientation, in-line with Staffordshire PSHE syllabus.
- Celebrate 'difference' when talking about ourselves in PSHE lessons, circle-time & assemblies
- Record any incidences of prejudice-related bullying and address any use of derogatory language related to sex/gender/sexual orientation with individuals, in-line with the school's behaviour policy

Objective 3: Advancing equality of opportunity for SEND pupils; accelerating the progress of pupils with SEND in mathematics, so that they make progress in-line with pupils with no SEND.

Why we have chosen this objective:

End KS2 data (2023) shows that pupils with SEND make good progress with reading and writing skills. This however is not reflected in maths data, where pupils with SEND are making significantly slower progress (-4.06) than all pupils (-2.38).

To achieve this objective, we plan to:

Objective 4: Advancing equality of opportunity for disadvantaged pupils; increasing rates of attendance and engagement of pupil premium pupils.

Why we have chosen this objective:

Although no pupil groups were highlighted as causing significant concern for attendance (2023), data does show that attendance of pupils who are eligible for pupil premium is lower than those not eligible (94.22% : 95.50% respectively)

To achieve this objective, we plan to:

Links with other policies:
 Accessibility Plan
 SEND Information Report
 Medical Conditions Policy