



CAM WOODFIELD JUNIOR SCHOOL

HEADTEACHER Mrs Louise Bennett

Equality Information and Objectives Statement Policy

2025 – 2029

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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.

This document also complies with our funding agreement and articles of association.

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
- 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 head teacher

The equality link governors are Emma Irvine and Lisa Taylor they will:

- Meet 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
- 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 Principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated members of staff for equality are Louise Bennett and Tammi Wainwright who will:

- Promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Identify 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.

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:

- Obtain 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

The 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 English/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

8. Equality objectives

Objective 1: To monitor and analyse pupil achievement by race, gender, religion and disability and act on any trends or patterns in the data that require additional support for pupils

Why we have chosen this objective: All pupils should have equal access to the curriculum. All children regardless of their race, gender, religion and disability must be fully supported in their learning.

To achieve this objective we plan to:

- To ensure that the curriculum is relevant to the whole school population-
- To build upon the existing programme of events, trips and visitors
- Staff to receive appropriate training to support children with specific needs
- Where necessary children with specific needs are to have a care plan and risk assessment in place
- Ensure that the physical environment meets the needs of all pupils.
- Pupil data to be evaluated to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place

Progress we are making towards this objective:

- SLT have reviewed and revised the delivery of lessons and learning in the school ensuring that adaptations are made so that all children can access age related learning and can achieve.
- Risk assessments and plans are in place for pupils who have a disability or medical need. These plans and adjustments are identified and shared with staff.
- Termly analysis of data and achievements are in the school's monitoring cycle and targets are put in place to improve outcomes of identified pupils.

Objective 2: To promote cultural diversity, development and understanding through a rich range of experiences both in and beyond school

Why we have chosen this objective: To ensure that pupils at CWJS have a curriculum that is enriching and develops their understanding of the diverse* world we live in. We want our pupils to respect, value, embrace and celebrate diversity in the world.

*Diverse – referring to the following, but not limited to: **culture, race, gender, age, ethnicity, belief, sexuality, disability and religion.**

To achieve this objective we plan to:

- Create a role within the school called a Cultural Capital Leader.
- Curriculum leader and Cultural Capital Leader to create a programme to enrich and develop pupils' knowledge and understanding through the curriculum.
- This programme will cover a *Diverse range of visitors or visits to enlighten and enrich pupils' learning and understanding of the world they live in.
- Celebrate festivals of a range of cultures and countries.
- Use major events and special days such as Olympics, World Cups, Young Carers day, Black History Month etc.

Progress we are making towards this objective:

- Curriculum leader has reviewed and revised the school curriculum to ensure that core principles are in place to deliver a key learning at greater depth.
- More emphasis on learning about the world around them and giving back to their community.
- The curriculum ensures that it covers and celebrates worldwide festivals and events that are relevant to pupils in the school.

Objective 3: Address social disadvantage through curriculum design and delivery that meets the needs of ALL learners, to give them the knowledge and skills that they need in order to take advantage of opportunities, responsibilities and experiences later on in life.

Why we have chosen this objective: To improve the outcomes for social disadvantaged pupils to ensure they have the opportunities, experiences and aspirations to succeed in their future lives.

To achieve this objective, we plan to:

- Review and build on evidence-base teaching, interventions and wider approaches already in place.
- Carry out a comprehensive review on current approaches in addressing educational disadvantage.
- Use outcomes to inform a strong, cohesive strategy with clear outcomes for impact.
- Monitor and analyse pupil achievement by groups of learners and act upon any trends or patterns in the data that highlight additional support for pupils – ensuring that any adaptations/interventions are needs led.
- Opportunities to enrich their life chances by resourcing after school provision, residential, IT equipment, visits to the theatre, literature festivals etc.

Progress we are making towards this objective:

- Pupil Premium plan identifies targeted areas and desired outcomes to support pupils who are disadvantaged.
- Robust monitoring cycle in place to highlight strengths and areas to develop for disadvantaged pupils.
- Termly analysis of achievement by groups of learners and strengths celebrated and areas of development targeted with interventions.
- Career days planned in the curriculum to raise the aspirations of all pupils.

Objective 4: To increase awareness and understanding of gender equality in all areas of school life**Why we have chosen this objective:**

We want to close any gender gaps in all year groups by ensuring our curriculum provision is gender neutral and careful thought is given to the selection of tasks and resources

To achieve this objective we plan to:

- To train staff in the use of gender neutral language
- To narrow the gap between boys' and girls' attainment, particularly in reading and writing

- Whole school aspirations and themes to promote gender equality in professions
- Review curriculum resources and replace/purchase where necessary
- Pupil data to be evaluated to ensure there are no significant gender gaps. Where this is not the case, interventions and CPD are to be put in place

Progress we are making towards this objective:

- INSET day training for all staff referring to LGBTQ+ and safeguarding issues as a result of their gender.
- Close monitoring of Gender achievement and performance, noting any trends and if so, intervention in place to address any issues.

9. Monitoring arrangements

The School Development Board will update the equality information we publish at least every year.

This document will be reviewed by the Principal at least every 4 years.

This document will be approved by The School Development Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Child Protection and Safeguarding