

Watlington Primary School

Equality Information and Objectives

July 2025

*The Headteacher will update the equality information we publish, including how our school is complying with the Public Sector Equality Duty on an **annual basis**.*

(Next due to update: July 2026)

*The Headteacher will update the **equality objectives** every 4 years.*

(Next due to update: January 2029)

This document will be approved by the governing body.

Signed: _____

Headteacher

Date: July 2025

Gemma Sterjo

Policy has been adopted / reviewed by Governing Body:

Signed: _____

Chair of Governors

Date: July 2025

Finbar McGaughey

1. Aims

Watlington Primary 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

At Watlington Primary School we understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

Underpinned by our values we promote an inclusive culture that maximizes and celebrates talent, skills and diversity in our school community.

What are protected characteristics?

It is against the law to discriminate against someone because of:

- age
- disability
- gender
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called protected characteristics.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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.

Under the Equality Act, schools have a duty to make 'reasonable adjustments' for people with disabilities. The departmental advice document summarises the duty as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled people when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the person faces in comparison to non-disabled people

The Public Sector Equality Duty (PSED) replaces three separate duties (to promote disability, race, and gender equality) that public bodies were previously bound by, with one single duty covering all the protected characteristics under the Equality Act. Public bodies are required to have 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

The school will publish information to demonstrate how they are complying with the PSED and equality objectives.

The Equality and Human Rights Commission (EHRC) explains that under the Equality Act, schools may (but are not required to) take proportionate action to address the disadvantage faced by particular groups of pupils.

3. Barriers to effective learning and successful working

The school has identified the following issues that might be barriers to effective learning and successful working at the school. These include:

- Low self-esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in home life leading to time out of school or low attendance
- Lack of help with emotional, mental and physical well-being, and poor behavior including exclusions
- Language difficulties
- Special Educational Needs and Disabilities
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Recruitment, management and development of staff and governors

4. 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 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 9.

5. 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.

New staff receive training on the Equality Act as part of their induction CHECK WITH SARIGA.

The Headteacher monitors equality issues, and works closely with senior leaders and makes governors aware of these as appropriate.

6. 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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Analyse attainment data to show how pupils with different characteristics are performing, and determine strengths and areas for improvement and implement actions in response
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

7. Fostering good relations

The school fosters 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, personal, social, health and economic (PSHE) education (Jigsaw), 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.

9. Equality objectives (Reviewed every 4 years)

The following equalities objectives have been updated in **July 2025**:

Area	Objective	Actions
Pupil outcomes	All groups of pupils to achieve in line with their potential.	Monitor children's progress termly and half termly in core subjects. Underachievement to be identified and relentlessly tackled. Analyse progress of groups across the school e.g. gender, ethnicity, FSM, Pupil Premium and EAL and provide support where appropriate.

		<p>Act on any trends or patterns in the data that require additional support for pupils.</p> <p>Analysis of end of year results for EYFS, Phonics, KS1 and KS2.</p> <p>Be creative to motivate and engage all pupils, resulting in a positive impact on knowledge and skills.</p>
Behaviour and safety	<p>Pupils respect one another.</p> <p>Pupils feel safe and valued.</p> <p>Pupils, staff and parents know that discriminatory behavior and attitudes will be challenged.</p>	<p>Celebration of special occasions / festivals e.g. Christmas, Eid, Chinese New Year etc.</p> <p>Displays in school celebrating diversity</p> <p>Pupil groups focus on school values / needs e.g. School Council</p> <p>Year 6: IMPS (injury minimisation programme) and Junior Citizens programme</p> <p>Buddying system between Y1 and Y6.</p> <p>Core values are a focus and children who demonstrate these values recognised on values ladders.</p> <p>Mental Health and Anti-Bullying Weeks</p> <p>Outside agency speakers/workshops e.g. NSPCC</p> <p>Behaviour incidents (including discriminatory) reported, recorded and monitored. Information shared with Governing Body as part of Headteacher report.</p> <p>Wellbeing check ins and calm corners in all classrooms</p> <p>Child friendly safeguarding policy</p> <p>ELSA/ School counsellor</p>
Provision	<p>To ensure that all pupils are given similar opportunities with regards to extra-curricular activities</p> <p>To ensure that the school environment is as accessible as possible to all pupils, parents, carers, staff and visitors</p> <p>To recognise that the school needs to ensure that its policies and practice does not discriminate directly or indirectly, against any pupil in school.</p> <p>Our curriculum reflects our school's context and is adapted to ensure pupils have the opportunities to experience diversity in different ways.</p>	<p>Wide range of school clubs, catering for a variety of ages and interests. All teachers run at least one club, to ensure that a range of clubs of free.</p> <p>Additional funding available to ensure all children can participate in extra-curricular activities / external visits.</p> <p>Accessibility plan in place.</p> <p>Inclusion of any pupil with additional needs, with reasonable adjustment.</p> <p>Quality First Teaching (Wave 1) teaching strategies to be established across the school.</p> <p>Admissions policy managed by Oxfordshire County Council / Watlington/ ACER with the application of a range of criteria.</p>

<p>Leadership and Management</p>	<p>The school leadership team will champion equality on a day to day basis and will provide leadership on the issue to all members of the school community.</p>	<p>Review and update Safer Recruitment Policy.</p> <p>Ensure all staff are familiar with Equality Information and Objectives (annual reminders / as part of induction).</p> <p>SLT will monitor the achievement and experiences of all groups within the school community and report on these to the Governing Body each year.</p>
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