



Great Waldingfield

Church of England
Primary School

Policy on Equality

(In compliance with the Public Sector Equality Duty)

Including Equality Objectives & Action Plan – Appendix 1

(Version 3)

Signed

Position Chair of Governors

Date – Summer 2023

Annual Review Summer 2024

Minuted __10th July 2023

Action Plan renewal date – Autumn 2025

Policy on Equality

Version	Date	Amendment/Addition
Two	28.03.22	page numbers added
Two	28.03.22	paragraphs numbered
Two	28.03.22	linked policies added
Three	10.07.23	No amendments or additions

Contents

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

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
- 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 headteacher. Ensure they're familiar with all relevant legislation and the contents of this document

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 staff meetings.

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
- 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:

- 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
- 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, 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
- Working with our local community. This includes inviting leaders of local faith groups to speak to the children, and organising school trips and activities based around the local community

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:

- Is accessible to pupils with disabilities

- Has equivalent facilities for boys and girls
- Cultural capital is not limited to mostly white, middle class and male

8. Equality objectives

See Appendix 1 – Action Plan.

Objective 1

Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially those eligible for free-school meals, those with special educational needs and disabilities and looked after children

Objective 2

To promote cultural development and understanding through a rich range of experience, both in and beyond the school.

Objective 3

To deliver a curriculum that ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion

Objective 4

To include in resources: books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups

9. Monitoring arrangements

The full Governing Body will update the equality information we publish at least every year.

This document will be reviewed by the full Governing Body at least every 4 years.

This document will be approved by the full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Policy on Child Protection and Safeguarding

Appendix 1 – Equality Action Plan

	Objective	Why we have chosen this objective:	To achieve this objective, we plan to:	Progress we are making towards this objective:																																				
1	Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially those eligible Pupil Premium, those with special educational needs and disabilities and looked after children	Although low numbers of vulnerable children in the school and therefore the data available is limited when we looked at individuals it showed they were not performing as well as their peers, particularly if they were in more than one vulnerable group. This year there were no vulnerable children working at GD in the core subjects. During the COVID-19 pandemic some vulnerable groups found engagement in learning more challenging than their peers. CiC – 3 Pupil Premium – 35 SEND – 34 EHCP - 2	<ul style="list-style-type: none"> • Promptly addressing the barriers to learning • Provide tailored support for these learners • Set targets that are deliberately ambitious for these children • Have high expectations for these children • Build children’s resilience as learners so they move from passive learners to active learners • Make more use of the kinesthetic approach to learning • Further developing the role of the TA in the teaching process (MITA) • Create an environment that encourages children to answer questions and ask for help to help them achieve academically 	<p>Spring 2022.</p> <p>Disadvantaged children</p> <table border="1" data-bbox="1525 421 1973 549"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>EXS+ 40%</td> <td>EXS+ 40%</td> <td>EXS+ 50%</td> </tr> <tr> <td>GDS 14%</td> <td>GDS 17%</td> <td>GDS 9%</td> </tr> </tbody> </table> <p>Non disadvantaged children</p> <table border="1" data-bbox="1525 619 1973 746"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>EXS+ 60%</td> <td>EXS+ 55%</td> <td>EXS+ 68%</td> </tr> <tr> <td>GDS 16%</td> <td>GDS 15%</td> <td>GDS 29%</td> </tr> </tbody> </table> <p>Termly progress tests alongside effective AfL promptly identifies gaps in children’s learning. A culture of ‘keep up’ not ‘catch up’ is embedded. Staff training on metacognition has started which will help to develop more resilient and active learners who answer questions and ask for help.</p> <p>Summer 2023</p> <p>Disadvantaged children</p> <table border="1" data-bbox="1525 1094 1973 1222"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>EXS+ 69%</td> <td>EXS+ 55%</td> <td>EXS+ 66%</td> </tr> <tr> <td>GDS 17%</td> <td>GDS 10%</td> <td>GDS 10%</td> </tr> </tbody> </table> <p>Non disadvantaged children</p> <table border="1" data-bbox="1525 1292 1973 1420"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>EXS+ 86%</td> <td>EXS+ 75%</td> <td>EXS+ 85%</td> </tr> <tr> <td>GDS 25%</td> <td>GDS 12%</td> <td>GDS 25%</td> </tr> </tbody> </table>	Reading	Writing	Mathematics	EXS+ 40%	EXS+ 40%	EXS+ 50%	GDS 14%	GDS 17%	GDS 9%	Reading	Writing	Mathematics	EXS+ 60%	EXS+ 55%	EXS+ 68%	GDS 16%	GDS 15%	GDS 29%	Reading	Writing	Mathematics	EXS+ 69%	EXS+ 55%	EXS+ 66%	GDS 17%	GDS 10%	GDS 10%	Reading	Writing	Mathematics	EXS+ 86%	EXS+ 75%	EXS+ 85%	GDS 25%	GDS 12%	GDS 25%
Reading	Writing	Mathematics																																						
EXS+ 40%	EXS+ 40%	EXS+ 50%																																						
GDS 14%	GDS 17%	GDS 9%																																						
Reading	Writing	Mathematics																																						
EXS+ 60%	EXS+ 55%	EXS+ 68%																																						
GDS 16%	GDS 15%	GDS 29%																																						
Reading	Writing	Mathematics																																						
EXS+ 69%	EXS+ 55%	EXS+ 66%																																						
GDS 17%	GDS 10%	GDS 10%																																						
Reading	Writing	Mathematics																																						
EXS+ 86%	EXS+ 75%	EXS+ 85%																																						
GDS 25%	GDS 12%	GDS 25%																																						

Policy on Equality

				<p>Although outcomes for all children have improved the gap between the disadvantaged and non-disadvantaged has not begun to close significantly. However more disadvantaged children are at GDS. Improving the cultural capital for these children will improve outcomes in writing. Intervention starting in reception is key. E.g. actively seeking out and engaging in conversation with disadvantaged children during continuous provision. Deploying support staff (MITA) where they are most impactful will also improve outcomes for the disadvantaged.</p>
				<p>Summer 2024</p>

2	<p>To promote the importance of cultural development and understanding through a rich range of experience, both in and beyond the school</p>	<p>The demographic at Great Waldingfield is almost exclusively White British and Christian. Some of our children come from a deprived background which may limit their cultural experiences. Through developing a child’s cultural experience, they begin to understand cultural traditions and an ability to appreciate and respond to a variety of artistic experiences. They acquire a respect for their own culture and that of others, an interest in others’ ways of doing things and curiosity about</p>	<ul style="list-style-type: none"> • Increase pupil awareness of different communities through assemblies and cultural events • Create an inclusive school environment where everyone feels comfortable and equal • Children learn about the wide range of cultural influences that have shaped their own heritage • Develop local partnerships to facilitate learning about the local community • Utilise appropriate current news events 	<p>Spring 2022 As COVID restrictions are lifted class teachers have begun a timetable of visits and visitors that are carefully chosen to increase cultural capital. The school works closely with the village church to develop learning opportunities. Language students from Kings Ely delivered presentations on their countries and culture. Supported Children in Need and Comic Relief.</p>
				<p>Summer 2023 The No Outsiders scheme is embedded and parents have attended a lesson during the Spring term 2023. The timetable of visits is nearing completion and includes a range of visits from different areas of the curriculum. (E.g. age appropriate theatre visits have</p>

Policy on Equality

		differences.		replaced the whole school visit to the pantomime). However, visits to places of worship other than Christianity have not been established or visits to places where there is more diversity e.g. London.
				Spring 2024

3	To deliver a curriculum that contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion	Many children have not had exposure to cultural diversity before they start school as some parents do not have the resources to teach this topic at home. A non-stereotypical curriculum encourages open mindedness and provides the foundations for an inclusive society.	<ul style="list-style-type: none"> • Subject leaders take a critical look at the curriculum for their subject and ensure the historians, artists etc. they learn about are from a range of ethnic backgrounds and religions. • Food technology includes foods from other cultures. • Equal numbers of males and females from history, technology and the arts etc. • All ethnic groups are represented in all areas of the curriculum e.g. people from history, technology and the arts • All opportunities to identify • In English children read a range of authors (gender, ethnic groups, cultures or religion and those with a disability) and stories where the characters represent diversity. • In geography discuss items that come 	Spring 2022 Subject leaders have revised the curriculum with a focus on diversity. It includes opportunities to learn about scientists, artists, sports men and women and people from history of all abilities, backgrounds and gender. The curriculum also insures they learn about their locality and local history. ‘No Outsiders’ a programme promoting community cohesion to prepare for life as global citizens has been added to the curriculum.
				Spring 2023 Pupil voice is evidence of diversity in the curriculum becoming embedded. DT curriculum has not yet been updated to include food from other cultures. The school library is stocked with books written by authors from diverse backgrounds and books where the main characters are from a variety of ethnic backgrounds. These include characters who have not had to overcome adversity.

Policy on Equality

			from abroad	
				Spring 2024
4	To include in resources: books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups	Carefully chosen resources provide a mirror to reflect a child's own culture and helps to build their identity. They also provide a window to view another's experience. Children need to learn about others so they can learn about themselves.	<ul style="list-style-type: none"> • Stereotypical images (e.g. exclusively female nurses) are removed from the school's resources. • The library will be audited and if necessary new books purchased to ensure the range of authors is diverse and there is a range of stories set in other countries and in other cultures. • Out of date books showing stereotypical images will be removed. (e.g. only white male scientists) • Displays, both communal and in the classroom fully represent a multicultural, gender and disability groups. • Invest in multicultural toys games and puppet 	<p>Spring 2022 Significant investment has been made in books written by authors from diverse backgrounds or set in different cultures. Timeline purchased includes significant people from different cultures and a balance of gender. A timetable of communal displays ensures different religions and cultures are represented.</p>
				<p>Spring 2023 In PSHE the children learn about stereotyping. The curriculum includes significant people from a range of backgrounds. Throughout the year the communal display rota continues to includes different religions.</p>
				Spring 2024