



## Woodside Primary School WOODSIDE EQUALITY ACT

As a school we welcome our duties under the Equality Act 2010. The General Equality Duty sets out the equality matters that the school needs to consider when making decisions that affect pupils or staff with protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard', when making decisions and developing policies, to the need to:

*'eliminate discrimination, harassment, victimisation or 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 between people who share a protected characteristic and people who do not share it.'*

Having 'due regard' to the need to advance equality of opportunity is further defined in the Equality Act 2010 as 'having due regard to the need to:

- remove or minimise disadvantages
- take steps to meet different needs
- encourage participation where it is disproportionately low.'

There are certain exceptions within the Equality Act to the discrimination provisions for schools with a religious character including content of the curriculum, collective worship and admissions.

The school must meet the two specific duties which are to:

- publish information to demonstrate compliance with the general duties, at least annually. This may include school performance data, anti-bullying policies, curriculum materials. It can also refer to national and other surveys and benchmarking. The school will, generally, have sufficient information in the form of routine data or individual/group records. Where there are gaps or concerns, then the school may decide to collect more information in order to provide a complete picture of the school, shape objectives, address inequality and inform decision making.
- publish at least one, although not usually more than four, specific and measurable equality objectives, at least every four years.

The duty to have due regard to equality consideration is a continuing one which applies to all policies and procedures. It also applies to what may not be written down i.e. practices, and the school will always try to use information about pupils with protected characteristics to promote positive outcomes and mitigate adverse effects.

Meeting these duties forms an integral part of the work of the school and must be integrated into the carrying out of the school's functions. The DfE advises that schools which were already compliant with previous equality legislation should not find major differences in what they need to do. In order to ensure that the school makes explicit its compliance and remains focused on improving outcomes an Action Plan has been drawn up which will be addressed through the mechanism of the School Development Plan. This will secure consistency, enable effective self-evaluation and support robust and rigorous school improvement. We recognise that there are significant overlaps between fulfilling the Equality Duty and meeting the requirements of the school inspection framework.

In fulfilling our legal obligations we aim to:

- foster positive attitudes and relationships, and a shared sense of belonging

- advance equality of opportunity by ensuring that teaching, learning and the curriculum promotes equality and celebrates diversity
- ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum
- observe good equalities practice, including staff recruitment, retention and development
- remove or minimise existing inequalities and barriers
- ensure that pupils, parents and other stakeholders are consulted and involved widely in advancing the provision made by the school
- promote community cohesion by fostering good relations
- ensure that within the school budget, adequate funding is provided to underpin this
- policy and that intervention, positive and preventative action is funded appropriately.

We believe that promoting equality is the responsibility of everyone in the school community.

## EQUALITY PLAN 2020-21

This plan has been written in conjunction with Woodside Primary School's Single Equality

Target	Action	How the impact of the action will be monitored?	Who will be responsible?
To help our children to understand others and value diversity in light of lack of local diversity.	Ensure opportunity to discuss diversity within the curriculum. Ensure that the values underpinning the school's ethos are actively promoted by all staff	Monitor through pupil discussions and school council as well as through subject leaders and through the curriculum.	All staff
To ensure that all pupils make progress including vulnerable groups and individuals.	Monitor and analyse pupils' achievement by race, gender and disability (and other relevant vulnerable groups) and act on any trends or patterns in the data that require additional interventions and support.	Analyse assessment data to judge the success of the planned interventions and support.	School Assessment Leader/SEND Senior Leadership Team
Ensure proper access to learning for visually and hearing impaired pupils	Purchase of books etc with ease of access for impaired pupils eg. Coloured pages, larger lines etc. Audio books and quiet areas.	Increase in pupils' participation, confidence and achievement	Subject Leaders
All pupils are encouraged to make a positive contribution to the life of the school community	Actively promote and recruit vulnerable groups of pupils or individuals to participate in the school council, assemblies, fund raising activities, presentations and other extra-curricular activities.	Analysis of participation rates Registers of participation	Subject Leaders PSHE Lead SLT
Raise levels of parental engagement	Regular communication in lockdown, Incentives to children,	Children's engagement (zoom) and work, conversations logged on CPOMS	All staff

At the present time, all children with disabilities and special needs join in everyday activities with other pupils as part of our commitment to inclusion. Currently the school has the following facilities:

- Ramps
- Accessible toilet
- Curriculum and equipment aids

For additional information see **Accessibility Plan**.

### Review

This policy will be reviewed in September 2022.

**Headteacher:** Richard Collings



**Chair of Governors:** Mike Nelson

