

Equality Information and Objectives

Long Wittenham C.E. Primary School



*These objectives support the school vision
Caring For Others And Courageously Striving For Excellence*

Equality information last reviewed on:	March 2025
Next review due by:	March 2026
Equality objectives last reviews:	November 2023
Equality objectives review due by:	November 2027

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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](#).

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, 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 SEN governor, Lyndi Feather, is the designated equality link governor. She 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 she is 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 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 head teacher is the designated member of staff for equality; in this role, she will:
- Promote 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
- 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.

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.
- New staff members receive training on the Equality Act as part of their induction, and all staff members receive refresher training annually.
- 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:

- Support learners with particular needs
- Make sure that the school is accessible to all

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 protected characteristics through diversity in our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, and about the achievements of people of colour and other protected characteristics in geography, history and art
- Inviting speakers to visit classes or whole school assemblies
- 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 ensure that the voices of pupils with protected characteristics are heard. All pupils are encouraged to participate in the school's activities, such as sports clubs and to express their views.
- 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is part of the risk assessment.

8. Equality objectives - Set Jan 2023

Objective 1: This year we are reviewing our non-core curriculum to ensure knowledge skills are taught in a logical and sequences. This will ensure all learners are able to spiral on their prior learning developing secure foundational knowledge to build upon.

Children will:

- **Have a broad and balanced curriculum accessible to all**
- **Logical and sequential teaching means all learners can better contextualize their learning.**

Why we have chosen this objective: To ensure equality of all learners is central to curriculum developments we make.

To achieve this objective we plan to:

- Research the best resources available to help us develop our curriculum in all subjects (excluding maths and English)
- Ensure diversity is a key consideration when establishing the ‘active ingredients’ for teaching ‘the long wittenham way.’ Quality first teaching must be accessible to all pupils. This means making adjustments to remove barriers.



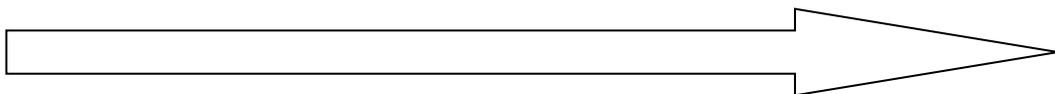
Every child receives the same...
- Provision
But every child achieves different...
- Access
- Opportunity
This approach assumes that everyone has the same starting point.



Every child receives different...
- Provision
And every child achieves the same...
- Access
- Opportunity
This approach recognizes that everyone has different starting points, and that some require adjustments in order to put them on a more level footing.



Every child receives better...
- Provision
- Access
- Opportunity
Because barriers to **all pupils'** learning have been removed.
The outcomes of all learners are maximised



Objective 2: Ensure the curriculum promotes diversity and enables children to learn critically from historical and current inequalities

Why we have chosen this objective: To ensure our curriculum promotes equality and enables children to begin to begin to learn that understanding and thinking about equality changes over time and it is though challenging the societal norms we advance our understanding.

To achieve this objective we plan to:

- Identify key opportunities for children to learn from key turning points/and figures across the curriculum (e.g. science, history, geography, RE, Art)
- Provide children with opportunities to engage in current affairs which will include issues of diversity (e.g. weekly use of Picture News)

- Provide children with opportunities to develop discussion and debating skills across the curriculum

Objective 3: To ensure data (progress and attainment) continue to be analyzed for any trend relating to groups with protected characteristics and ensure staff share qualitative observation to identify issues that data doesn't identify.

Why we have chosen this objective: It is important we continually interrogate our data for trends but we are mindful data (especially in a small school) doesn't tell the whole picture. We need to ensure we provide staff with regular opportunities for professional conversations about observations they may have around quality within our school.

To achieve this objective, we plan to:

- Ensure equality is a standing agenda item in staff meeting and TA meetings.
- Ensure data analysis looks for trends relating to protected characteristics.
- If/when qualitative or quantitative trends are identified ensure a robust action plan is put in place.

9. Monitoring arrangements

- SEN Governor will review progress on the objectives every term.
- FGB will review the equality information we publish, at least every year.
- The equality objectives will be reviewed by FGB at least every 4 years.
- This document will be approved by FGB.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Health and Safety Policy
- Special Educational Needs Policy