

# Wrockwardine Wood CE Junior School



## Equalities Statement

Updated: December 2022

Review Date: December 2026

Reviewed every 4 years by the Governing Body

This document demonstrates Wrockwardine Wood C.E. Junior School's compliance with the Public Sector Equality Duty (PSED). This is a working document, which will be monitored and reviewed annually.

## Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

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.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

**‘Wrockwardine Wood C.E. Junior School:  
A place of Love, Laughter and Learning’**

Our vision is for all members of the school community to reach their potential in a supportive, safe and happy environment. The teaching and support staff are a committed team who work together to create a calm atmosphere so children feel secure and valued. The school prides itself on providing a creative practical curriculum with clear contexts for learning. All adults have high expectations of themselves and the children. No obstacles are too big for our children. They rise to the challenges set for them and achieve well. Relationships are built on trust, where families are willing to participate in the life of the school and work in partnership in relation to their child's well-being; development and learning.

The school is committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. The adults in school create a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and this creates a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our high expectations.

We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents in particular.

Throughout this Statement, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

The school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc
- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### **Responsibility**

We believe that promoting Equality is the whole schools responsibility:

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice

School Community	Responsibility
	related incidents.
Non-Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them:**

- On the school website and in this document

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body.

### **Monitor and Review**

Every two years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

EQUALITY OBJECTIVES		
OBJECTIVE	ACTIONS	EVALUATION
<i>To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</i>	<i>Use D-Track to further analyse vulnerable groups and ensure interventions match those most in need.</i>	<i>Year groups do pre-teach aimed at particular groups (SEN/girls) for maths. Termly data used to update which children are targeted.</i>
<i>To raise levels of attainment in core subjects for vulnerable learners</i>	<i>Make staff aware of vulnerable learners. Allocate intervention time to vulnerable learners.</i>	<i>Focus of the school: On the SIP every year. All staff in school aware of PPG. Variety of individualised support in lessons (safe space and timers, voice recorders in English, spelling cards). TAs utilised for vulnerable groups such as PPG high achievers.</i>
<i>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement</i>	<i>To host SEN coffee mornings with IASS to encourage parental engagement for children with SEN.</i>	<i>Parents invited in for topic days in all year groups. Regular parent and pupil voice.</i>

**The following Ofsted grade descriptors will be used to measure progress towards the equality objectives.**

### **Pupil Achievement**

The learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well.

### **Quality of teaching**

Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.

### **Behaviour and Safety**

Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.

### **Quality of leadership and management**

The school's curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development.

**Overall effectiveness:** the quality of education provided in the school

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.

Next review: December 2026