



## Yeadon Westfield Infant School

### EQUALITY INFORMATION AND OBJECTIVES 2024

Review 2025

*This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.*

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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](#).

Academies, including free schools, if applicable, add/amend: This document also complies with our funding agreement and articles of association.

## 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

The equality link governor is Carly Scargill. They will:

- Ensure they're 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 among 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 meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

#### **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 that 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- 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, 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
- Holding assemblies dealing with relevant issues.
- 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. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- 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 part of the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity.

## 8. Equality objectives

**Objective 1:** To continue to improve the attainment of children from low income and disadvantaged families.

**Target Group:** Children eligible for Pupil Premium

### **Actions**

Plan effective quality first teaching.

Use pre learning tasks and specific interventions.

Enrich the curriculum through visits and visitors.

Support for families of children eligible for pupil premium where needed.

**Timescale:** June 2024-July 2025

**Objective 2:** To identify gender issues across school in key areas

**Target group:** girls/boys

**Actions**

Identify barriers to learning

Plan specific interventions

Ensure curriculum engages all

Incorporate age-appropriate learning around gender issues into curriculum if possible

**Timescale:** June 2024-July 2025

**Objective 3:** To continue to improve attendance and punctuality across the whole school

**Target group:** Persistent absentees and those who are regularly late

**Actions**

Share message with parents through newsletters and achievement assemblies

- Meetings with specific parents (where support around attendance is required)
- Focus on specific groups where barriers have been identified.

**Timescale:** June 2024-July 2025

**Objective 4:** To support all families, particularly those who are struggling in the aftermath of the pandemic and during the cost-of-living crisis.

**Target group**

Those families who are already vulnerable and those families who have become vulnerable due to a range of issues.

**Actions**

- ensure that remote learning is accessible to all families including those who have limited access to technology when necessary
- provide pastoral/practical support through food bank, uniform swap, contact information and sign posting for relevant agencies

**Timescale:** June 2024-July 2025

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed and approved by the governing body at least every 4 years.

Document last reviewed by Equalities Governor Carly Scargill on May 2024.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan

