



<b>Policy Title</b>	<b>Equality Statement &amp; Objectives</b>
<b>Reference</b>	<b>WPS/ July2022/Version 3</b>
<b>Chair of Governors</b>	<b>Headteacher</b>
<b>Date of Next Review</b>	<b>July 2023</b>

### **Mission Statement**

**Woodborough School is all about...**

**Christian caring**  
**Happiness**  
**Inspiring**  
**Learning together**  
**Diversity**  
**Rewarding**  
**Enabling**  
**Nurturing**

# **Equalities Statement**

## **July 2022**

### **Woodborough CE Primary School**

#### **1. Woodborough CE Primary School's Aims and Values:**

Woodborough CE Primary School is committed to ensuring equality of opportunity and inclusivity for all members of our school community:

- pupils who attend the school;
- their families;
- those who are employed by the school;
- our visitors;
- other users of school facilities and services.

We celebrate and value diversity in our community. This is line with our core vision underpinned by Mission Statement.

This commitment recognises that people have different needs and we understand that treating people equally does not always involve treating everyone the same; we create inclusive processes and practices where the varying needs of individuals can be identified and met.

We aim to:

- maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance.
- help our pupils understand the world in which they live, have mutual respect for the values of others and work together as a team.
- ensure that everyone, whatever their needs and capabilities, is included and catered for.
- value each individual and recognise and respond to the needs of all children.

#### **2. Equality at Woodborough CE Primary School**

2.1 Woodborough CE Primary School is aware of its responsibilities under the Equality Act 2010, and of our Public Sector Equality Duty introduced by the Act, which extends to certain protected characteristics:

- age
- disability and health
- ethnicity and race
- gender
- gender identity and transgender reassignment
- marriage and civil partnership
- pregnancy and maternity
- religion and belief

- sexual orientation

These are known as Protected Characteristics. In addition to the protected characteristics above, at Woodborough CE Primary School, we include:

- young children in care
- young carers
- pupils with special needs including high achievers, home language not English
- children with ECHPs
- pupils who are socio-economically disadvantaged
- Gypsy, Roma and children of traveller families

2.2 The Act gives us three general duties:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relationships between persons who share a relevant protected characteristic and persons who do not share it.

All of our governors and staff are made aware of the need to have due regard to these general duties when making a significant decision (including the development of policies) and to assess whether it may have particular implications for people with particular protected characteristics.

2.3 We also have two specific duties:

- to publish information which shows we have due regard for equalities, as defined by the Act; and
- to publish at least one equality objective every four years. This should be specific and measurable and further the aims of the equality duty.

3. **Examples and evidence of how we are meeting each of the three elements of the Public Sector Equality Duty:**

3.1 **to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010:**

- Reflected in our Ethos, Behaviour & Discipline and Anti-Bullying policies

3.2 **to advance equality of opportunity between people who share a relevant protected characteristic and persons who do not share it.**

- We use attainment data to assess how pupils with different characteristics are performing;
- We identify and address barriers to the participation of particular groups in learning and enrichment activities.
- We ensure the inclusion of positive, non-stereotypical images across the curriculum and in displays around the school.

3.3 **to foster good relationships between persons who share a protected characteristic and those who do not**

- Our curriculum promotes tolerance and friendship, and the understanding of a range of religions and cultures.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.

#### 4. Equality Objectives and how we are working towards them:

Schools are required to update their published Equality Information each year, and in addition, must have at least one Equality Objective that the school can focus and work on for a period of up to four years.

##### Previous Equality Objectives

*Equality Objective 2017/18 – 2020/21*

*This objective was set for our school and also reflected (and continues to reflect) current national and local priorities. It was reviewed annually.*

<p><b>Objective: To address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.</b></p>
<p><i>Reasons for objective: Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. Woodborough CE Primary School is committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.</i></p>
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>- Continue to employ and train Emotional Literacy Support Assistants (ELSAs) to provide short-term 1:1 or small group support, as required.</li> <li>- Seek support from Educational Psychologist, Behaviour Support Service and/or Child and Adolescent Mental Health Services (CAMHS) as required.</li> <li>- SENCO to seek training and information to share with staff as necessary.</li> <li>- Liaise with secondary schools to ensure information is shared and to enable support to be continued.</li> <li>- Signpost support for pupils and families.</li> <li>- Employ a Parent Support Adviser (PSA) to give additional support for families.</li> </ul>

##### 2021

- Throughout lockdown, activities, resources and support were provided for pupils. Resources were added to the school website and wider support for families was regularly signposted.
- LA resources and support regularly signposted to staff.
- Mental health had a high priority when logging pupils' weekly engagement with remote learning during Lockdown 3. Some pupils were encouraged to attend school when needs were identified.
- 2 x ELSA support assistants maintained in school
- Continued use of support from outside agencies.
- PSA has visited every Friday afternoon (with therapy dog). During lockdown she supported families and pupils virtually.

## **2020**

- *Throughout Lockdown 1 resources and support for mental health were provided for pupils.*
- *As part of our recovery curriculum on return to school in September 2020, mental health education was given a priority.*
- *LA resources and support regularly signposted to staff.*
- *Mrs Ellis & Mrs McCormick (ELSA) continued support for pupils through 1:1 mentoring, pastoral support and interventions.*
- *Continued use of support from outside agencies.*
- *PSA visited every Friday afternoon (with therapy dog). During lockdown she supported families and pupils virtually.*

## **2019**

- [Appointment of new Parent Support Adviser](#)
- *Training of new ELSA to replace another who left.*
- *All actions detailed in our Equality Objective were ongoing and successful.*

## **2018**

- *SIAMS (March 2018) 'The deeply embedded school values make a significant contribution towards the pupils' learning and the high standards of achievement, their exceptionally courteous and positive behaviour and positive relationships throughout the school community. Parents and staff talk about the school having a 'great sense of community' where everyone is 'supported and nurtured'. In the words of the vicar, 'love shines through here'. Staff say there is 'great warmth' in the school and that they 'love coming to school because it is like being part of a family'. Pupils say they enjoy coming to school and feel safe and free from bullying which reflects both good levels of attendance and the school's commitment to the 'Valuing All God's Children' document.'*
- *OfSTED (September 2017) 'From your deep understanding of the pupils, you have identified the barriers affecting their learning and put in place a range of initiatives to address these. Additional provision is supporting pupils and their families in a variety of ways, for example, developing emotional literacy, providing assistance in improving attendance and enabling participation in extra-curricular activities and residentials.'*
- *All actions detailed in our Equality Objective were ongoing.*

## Revised Equality Objectives 2021/22 – 2024/2025

These objectives have been set for our school and also reflected current national and local priorities. They will be reviewed annually and may be changed as necessary:

<b>Objective 1: To address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.</b>
<i>Reasons for objective: Academic attainment is important, but pupils also need to move on from this stage of their education feeling happy and self-confident. Woodborough CE Primary School is committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.</i>
<b>Actions:</b> <ul style="list-style-type: none"><li>- Continue to employ and train Emotional Literacy Support Assistants (ELSAs) to provide short-term 1:1 or small group support, as required.</li><li>- Seek support from Educational Psychologist, Behaviour Support Service and/or Child and Adolescent Mental Health Services (CAMHS) as required.</li><li>- SENCO to seek training and information to share with staff as necessary.</li><li>- Liaise with secondary schools to ensure information is shared and to enable support to be continued.</li><li>- Signpost support for pupils and families.</li><li>- Employ a Parent Support Adviser (PSA) to give additional support for families.</li></ul>

### Review – July 2022

- ELSA support assistants maintained across school and additional member of staff trained (3 x ELSAs: Mrs McCormick, Mrs Ellis & Miss Reeves).
- LA resources and support regularly used and signposted to staff.
- From Sept 2021, EQUA MAT SENCO, Mrs Baggaley, employed for 1 x day / week.
- Mental health had a high priority when logging pupils' weekly engagement with remote learning during Lockdown 3. Some pupils were encouraged to attend school when needs were identified.
- Continued use of support from outside agencies, including use of Alternative Provision, e.g. Greatwood
- PSA has continued to visit every Friday afternoon (with therapy dog).

<b>Objective 2: To recognise the important role that culture (film, theatre, art, museums, galleries) and a wide variety of experiences play in pupils' learning and in particular that not all pupils have equal access to our diverse cultural heritage.</b>
<i>Reasons for objective: Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</i>
<b>Actions:</b> <ul style="list-style-type: none"><li>- Implementation of our Woodborough School '11 by 11' throughout pupils' time in our school.</li><li>- Development of our curriculum (Intent, Implementation &amp; Impact) to ensure all pupils are afforded opportunities to experience a broad, deep and rich curriculum, designed to enable a long-term retention of learning.</li></ul>

Review – July 2022

- Actions ongoing

**This statement will be reviewed annually by the Headteacher, SLT and the governors of Woodborough CE Primary School. The next review is due in July 2023.**