Walverden Primary School

Equalities Policy

Approved by:	Governing Body	**Date: December 2025**
Last reviewed on:	November 2024	
Next review due by:	December 2026	

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1. Aims

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

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

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

Other supporting document: Equality and Human Rights Commission: Technical Guidance for Schools: https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england

3. Context

Dream, Believe, Achieve

We inspire children to believe that everything is possible

We make memories to last forever

We grow by working and learning together

Walverden is a **larger than average**-sized primary school with a nursery. There are 460 children on roll. The percentage of pupils from ethnic minorities is **well above average**. The single largest group in school is from Pakistani heritage. Many pupils reside with extended families, have at least one parent who is a first-generation immigrant and therefore would have limited exposure to good models of English and support for home learning. The percentage of the pupils who speak English as an additional language is **well above average**. The percentage of pupils who are non-white British is 99.3% and pupils with EAL is 69% currently, this has increased over the last four years. Most pupils have little, or no English when they join. The proportion of pupils with special educational needs supported through school action is **above average** and the proportion of pupils with SEN support and or with an EHCP is **above average.**

The proportion of pupils known to be eligible for support through the pupil premium funding is **average**. The percentage of pupils known to be eligible for funding is 20.8%. This is an odd figure, given our deprived catchment, but universal credit has reduced the numbers of our parents who are eligible for FSM.

Of those admitted we have seen a rise of the number of asylum seekers with no English and home languages new to the school (Kurdish, Spanish and Italian families of Pakistani origin) and from transient backgrounds. There are currently nine different home languages in the school.

4.Roles and responsibilities

The governing body 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 Farhan Khaliq]. They 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 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

The designated member of staff for equality/diversity will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every termly to raise and discuss any issues.
- Support the headteacher in 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.

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 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 above data 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, citizenship and 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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- 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 stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities and special educational needs, to eliminate discrimination and ensure the best possible educational outcomes, by:

• Ensuring consideration is given to equality when arranging school visits and school-based activities;

• Addressing any barriers to pupils' engagement in school visits and school-based activities through the planning and risk assessment processes.

Why have we chosen this objective?

The school is in an area of high deprivation and we would like all of our pupils to access enrichment activities.

How will this be measured and evaluated?

Registers for visits and school events show that pupils with disabilities, and special educational needs are fully involved in the wide range of activities the school offers. Educational Visit Leader and Senior Leaders will monitor relevant paperwork to ensure that equality considerations are made on all risk assessments for school visits and school-based activities.

Progress we are making towards this objective:

Objective 2

To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, by:

• Promoting equality with regard to race, gender, disability, religion and ethnicity in our school curriculum.

• Promoting equality with regard to race, gender, disability, religion and ethnicity in our assemblies, making links to our core values of respect, determination and happiness.

• Monitoring and evaluating pupils' attitudes and knowledge around diversity and equality.

Why have we chosen this objective?

Currently, there is an under-representation of some ethnic groups within the school, when compared to other schools nationally, however there is a representation of pupils from different groups including both genders, pupils with a disability and pupils from different faiths

How will this be measured and evaluated?

This objective will be measured through speaking to children, looking at what has been taught through monitoring, curriculum audits and training records.

Progress we are making towards this objective:

Objective 3

Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

Staff and governors need to have up to date knowledge linked to equality and diversity so that they can make informed decision.

How will this be measured and evaluated?

Training records and evidence of equality impact assessments.

Progress we are making towards this objective:

9. Monitoring arrangements

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

This document will be reviewed by Governing Body at least every 4 years.

This document will be approved by Governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment