

NORTH WHEATLEY C of E PRIMARY SCHOOL



EQUALITY OBJECTIVES

2024 - 28

Written DECEMBER 2024

EQUALITY STATEMENT

We believe that promoting equality is a whole school responsibility.

The **Equality Act 2010** was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics, referred to as Protected Characteristics (PCs).

A **protected characteristic** under the act covers the following groups:

- Age
- Disability
- Race
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

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 also recognise that our equality work is central to the successful promotion of **fundamental British Values (BVs)**, especially in relation to the values of respect, tolerance and the rule of law.

We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We provide guidance to all stakeholders on our approach to equality.

In order to meet our general duties, the law requires us 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 individual*)
- Publish equality objectives, which are reviewed on an annual basis
- Consult with stakeholders in the development of our equality objectives and report on progress against our objectives

In order to do this effectively, we will collect and analyse data related to the protected characteristics. We will pay particular attention to the following aspects:

Admissions
Attendance
Attainment
Exclusions

Our Equality Policy is based on the Nottinghamshire County Council model document and is in line with national guidance; it contains further information about how the school complies with the Public Sector Equality Duty.

Our Equality Objectives reflect our school priorities and draw upon current school data and monitoring.

Our Equality Objectives will support our commitment to ensuring that equality and diversity are a priority within our school community and will detail how we will continue to develop this aspect of our school ethos.

Equality and diversity information is shared and discussed termly at all full Governors meetings and is reported in the termly Head Teacher's report.

OUR CONTEXT: December 2024

EQUALITY DATA	CURRENT SCHOOL CONTEXT
GENDER: 48% girls / 52% boys ETHNICITY: 92% White British / English 2% Other White European 3% Black or mixed heritage There are no children in school who have English as an additional language (EAL) FAITH: 53% identify as Christian SPECIAL EDUCATIONAL NEEDS: 12% on SEND register 2% with Education Health Care Plans SOCIAL: 8% Pupil Premium 8% Free School Meal eligible 4% Service children 2% Looked after / post-looked after	A new headteacher started in September 2024. She is an experienced head who has worked closely with an NCC advisor at her previous school to develop DEIB (Diversity, Equity, Inclusion & Belonging) in a rapidly growing school community; she has a strong understanding and commitment to this aspect of the school and wider community ethos. Initial monitoring completed during Autumn 2024, both independently and with an NCC advisor, found that: • There is evidence of the teaching of fundamental British Values and Protected Characteristics across the school (e.g. in displays, books and resources) • British Values and Protected Characteristics are discussed and taught through PSHE (Personal, Health and Social Education), Religious Education and Collective Worship • Pupil responses demonstrate good knowledge and understanding of British Values; they are able to speak positively and make some links between British Values and their importance to living in modern Britain • Children are less confident in their knowledge of the Protected Characteristics and find these harder to discuss It was agreed that children would benefit from having increased knowledge and understanding about prejudice, discrimination and the Protected Characteristics.

ADDRESSING PREJUDICE RELATED INCIDENTS

North Wheatley C of E Primary School is opposed to all forms of prejudice and recognise that children who experience any form of discrimination may be less successful than their peers in the education system. We provide our pupils and staff with an awareness of the impact of prejudice and discrimination to help prevent any incidents within our school family. If incidents occur, we address them immediately and record them on our electronic CPOMS system.

The children know to report any prejudice related incidents to any member of staff, who will follow up as appropriate. Our Designated Safeguarding Leads are ALISON RICHARDSON and AMY MODEN; they have responsibility to monitor incidents and address any cohort-specific or whole school issues.

All incidents are recorded so that we can monitor and analyse any potential trends. The school will share any significant concerns and/or trends with the Local Authority for support and further intervention, as appropriate.

OVER-ARCHING AIMS:

- ✓ To ensure all staff, children and visitors to the school feel welcomed, accepted, valued and a sense of belonging.
- ✓ To deepen all stakeholder's knowledge and understanding of DEIB (diversity, equity, inclusion and belonging) - with particular reference to the fundamental British Values, Protected Characteristics and prejudice / discrimination.
- ✓ To ensure that our children are ready to grow up in a modern multi-cultural Britain and celebrate difference and uniqueness.
- ✓ To remove any potential barriers to groups or individuals, allowing all to flourish and reach their potential.

OBJECTIVE 1

Embed children's knowledge and understanding of the **British Values & Protected Characteristics**, ensuring there is a shared understanding that children can articulate.

RATIONALE	SUCCESS CRITERIA	ACTIONS	MONITORING / EVALUATION
<i>Over recent years, the SLT and staff team have worked hard to ensure all children have an age-appropriate understanding of the BVs and PCs; this work is ongoing.</i> <i>Recent monitoring shows that children have a good understanding of belonging and the BVs; but are less confident when discussing the PCs or the duties contained within the Equality Act.</i> <i>We want to embed this work across the curriculum so that children can articulate – in an age-appropriate way – why the BVs and PCs are important to them in school and beyond.</i>	All stakeholders – including governors and parents - will have a secure knowledge of the responsibilities for schools contained within the Equality Act and a strong understanding of the protected characteristics. Staff are knowledgeable and confident to teach and lead discussions around the BVs / PCs. Children have secure knowledge and understanding and can demonstrate this using the language of DEIB / BVs / PCs. Children can articulate the importance of BVs / PCs in school and beyond. Children will have increased opportunities to develop a strong sense of their own identity.	• Staff training on BVs & PCs – led by NCC advisor – to include DEIB and inclusive curriculums • Agree and introduce shared images for BVs / PCs • Establish consistent interactive classroom displays which act as visual reminders, capture pupil voice and reflect growing knowledge and understanding • Staff review how school environment provides 'windows and doors' to reflect diverse society • Ensure explicitly taught, age-appropriate opportunities for all age groups are planned across the whole curriculum • Ensure DEIB / diversity books in classrooms (not just library); teachers to regularly review / change classroom selections and promote through Reading Clubs / class story time • Staff to provide opportunities for discussion and debate, specifically linked to current affairs / issues in the news • Develop use of Picture News / Newsround in classes (as appropriate) to ensure links to BV and PCs are made explicit • Staff to explore and use wider, specific resources (e.g. No Outsiders https://no-outsiders.com/)	Monitor curriculum to ensure PCs / BVs are incorporated through learning walks, book looks and environment reviews. Capture quotes from children via Pupil Consultation – share in classrooms and on displays. Link-Governor visits

ANNUAL REVIEW:

Dec 2025 -

FUTURE DEVELOPMENT:

- Establish pupil 'Diversity Champions' who work with the SLT lead to promote DEIB across school and local community.
- Consider establishing regular 'Community & Career' days / theme weeks to promote a range of jobs and challenge stereotypes (link to pupil aspiration).

OBJECTIVE 2			
Build on our ongoing church school focus on the concept of spirituality within the wider context of SMSC development (spiritual, moral, social, cultural).			
RATIONALE	SUCCESS CRITERIA	ACTIONS	MONITORING & EVALUATION
<i>We are currently working on a School Development Priority focussing on developing spirituality across the school community.</i> <i>This is going to include a review of our wider SMSC provision, providing a good opportunity to strengthen our inclusive Christian ethos and our pupils sense of belonging.</i>	Stakeholders have a strong understanding of the requirement for schools to promote SMSC development, and how we do this at North Wheatley. Staff and governors can articulate and explain how we secure SMSC development and the importance of this. Children are able to discuss spirituality and social / moral / cultural issues in a safe environment and recognise how to disagree without arguing.	- Review our SMSC provision and identify improvements, where needed. - Review and update school wider curriculum documents about SMSC – ensure stakeholders are aware and teachers are incorporating into long / medium term plans - Revisit the school ‘Cultural Passport’ within the SMSC context - Make explicit links with the school values of: <i>faith / wisdom / courage / community / hope / respect</i>	Monitor curriculum to ensure SMSC is embedded throughout the curriculum through learning walks, book looks and environment reviews. Capture quotes from children via Pupil Consultation – share in classrooms and on displays. Link Governor visits
ANNUAL REVIEW: Dec 2025 -			
FUTURE DEVELOPMENT: ➤ Consider how to link to new ‘Effective Thinkers’ SDP, being introduced January 2025.			

OBJECTIVE 3

Ensure a consistent whole-school approach to address racial prejudice; including a pro-active attitude to challenging stereotypes and addressing racist language, victimisation or harassment.

RATIONALE	SUCCESS CRITERIA	ACTIONS	MONITORING & EVALUATION
<i>We have a limited range of diversity within our school community; our children may not experience the wealth of different cultures and faiths that can be found in modern multi-cultural Britain.</i> <i>We want all new pupils, families, staff and visitors to feel welcome and have a sense of belonging.</i> <i>Staff need to feel confident to address incidents of prejudice-based discrimination.</i> <i>The general equality duty requires us to foster positive relations between different groups.</i>	Children in all year groups will have increased opportunities to develop a strong sense of their identity. Stereotypes will be challenged and the potential for prejudice-based bullying will be effectively addressed. Staff will be more aware of anti-racism, unconscious bias and curriculum content and resources will be more inclusive / representative. Children will know about and value each other's cultures and religions. There will be a reduction of racially prejudiced incidents.	• SLT to introduce significant incident tracker to monitor racially motivated incidents. • Staff CPD – including NCC CPD on becoming an anti-racist school - focussing on unconscious bias/ EDI /anti-racism/ the inclusive curriculum. • Review relevant linked policies to ensure anti-racism aspect is clear and explicit. (e.g. behaviour / anti-bullying) • New link governor role - equality & inclusion • Audit current resources/provision through our curriculum offer for each subject area with regard to the protected characteristics of race and religion • Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society • Relevant visits and visitors from wider cultures / faiths (especially those not represented within the school family) are planned in to curriculum work	Monitor curriculum to ensure an anti-racism message is embedded throughout the curriculum through learning walks, book looks and environment reviews. Capture quotes from children via Pupil Consultation – share in classrooms and on displays. Link Governor visits

ANNUAL REVIEW:

Dec 2025 -

FUTURE DEVELOPMENT:

- Establish focus group to include representation from all stakeholder groups to further embed DEIB across the whole school
- Invite parents / members of the local community in to talk about their cultural heritage
- Plan and deliver a whole-school international event (e.g. international week, international open evening); regular international / cultural events are scheduled into the school diary