



Worthington Primary School

Equality objectives 2024 - 2028

Schools are required to publish information showing how they comply with the Equality Duty and setting equality objectives. They need to update the published information at least annually and publish objectives at least once every four years.

Compliance with the equality duty is a legal requirement for schools, but meeting it also makes good educational sense. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes.

The Equality Duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements.

In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic such as disability, race, religion and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

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, the Headteacher.

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 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.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

Worthington Primary School is an inclusive school where we focus on the well-being and progress of every child and where members of our community are of equal worth.

The school ensures it has due regard to equality considerations whenever significant decisions are made.

What are protected Characteristics?

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- [being pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'



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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst 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 this document.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive annual refresher training.

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 which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 work with school upon the delivery of our curriculum, 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

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

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

Ensure that the school's curriculum across all subjects addresses discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010 – age appropriate to the class.

To ensure our curriculum is inclusive of all protected characteristics

Progress we are making towards this objective:

2023/ 2024 – Introduction of Jigsaw PSHCE Curriculum – staff training, PSHCE / RSE curriculum development, parental communications

Curriculum review of key people studied to ensure diversity and inclusion

Text review of key texts studied to ensure diversity and inclusion

Upper Keystage 2 focus upon protected characteristics – spring 2 during the transition phase to Jigsaw curriculum.

Follow the school's behaviour / antibullying policy to address any discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

Progress we are making towards this objective:

2023/ 2024 – Behaviour Policy review – working party includes staff, parents, governors and pupils

Follow guidance from Trafford Local Authority HR on equality in recruitment, selection and Employment.

Use the school's complaints procedure to deal with any complaints under the Equality Act 2010.

Progress we are making towards this objective:

2023/ 2024 – Policy reviewed

Staff to engage in appropriate professional development to support awareness across the protected characteristics.

Progress we are making towards this objective:

2023/ 2024 – Staff Jigsaw training undertaken February 2024

[Advance equality of opportunity between people who share a protected characteristic and people who do not share it.](#)

Review, monitor and embed new ways to advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Progress we are making towards this objective:

2023/ 2024 – Curriculum, resource and policy reviews undertaken

Through the accessibility plan, provide environmental and learning adaptations to promote and secure equality in access to the school building, school grounds and curriculum.

Progress we are making towards this objective:

2023/ 2024 – Accessibility Plan 2024 – 2027 completed

Website redesign and Class Dojo launch to reflect the cultural diversity of our school with translation tools to ensure that information is accessible to all of our community. Parents / carers from our main cultural communities have supported with content building and translations.

Use effective assessment and tracking systems in school to inform teaching, learning, interventions and enhancements to narrow the gap in attainment between people who share a protected characteristic and people who do not share it.

Progress we are making towards this objective:

2023/ 2024 – Insight training for new staff

SLT to work with Insight for category allocations to aid monitoring and reviewing of data and cohorts

Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed.

Progress we are making towards this objective:

2023/ 2024 – Occupational Health reports are accessed to support staff provision for individual needs and reasonable adjustments.

Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

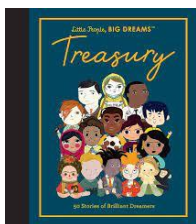
School curriculum and texts provide positive representation of people who share protected characteristics and those who do not.

Progress we are making towards this objective:

2023/ 2024 – Curriculum review of key people studied to ensure diversity and inclusion

Text review of key texts studied to ensure diversity and inclusion – classroom resources and library resources.

All classes have the book – ‘Little people, Big Dreams treasury’ on display and accessible to pupils.



Pupils have designed welcome signs for our school to reflect our diverse community and worked with an artist to bring these to life.

Assemblies, PSHCE and RSE curriculum positively promotes, discusses and celebrates diversity, inclusion and representation of people who share protected characteristics.

Progress we are making towards this objective:

2023/ 2024 – Introduction of Jigsaw PSHCE Curriculum and assemblies

Annual planning of assemblies to celebrate world festivals, celebration days / weeks

Community and school family events are inclusive and celebrate the diversity of our school community.

Progress we are making towards this objective:

2023/ 2024 – Mystery readers project – spring term – parents / carers invited to read stories to classes in native language. These are shared and celebrated on class Dojo.

Information is shared about events via Class Dojo which has a translation tool (accessed by our parenting community).

Coffee mornings have been scheduled across the academic year for families to build relationships, connections, spend time with staff, access resources, support, external professionals and signposting. Sessions for this academic year have included: Looked after/ post adoptive, Dyslexia / Dyscalculia, ASC / ADHD.

Monitoring arrangements

The Headteacher and Board of Governors will update the equality information we publish, annually.

This document will be reviewed by the Headteacher and Board of Governors at least every 4 years.

This document will be approved by the Board of Governors.

February 2024