

**WOOKEY PRIMARY SCHOOL  
GOVERNING BODY POLICY/  
GUIDANCE FOR EQUALITY PLAN**



Together we learn and grow

**ADOPTED BY GOVERNORS September 2024  
REVIEW BY September 2028**

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values

## **EQUALITY PLAN**

Information our school is publishing to demonstrate that we have due regard to the need to promote equality, as required by the 2010 Equality Act.

### Our specific duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared. Links to additional information available on our school website are provided. Other information can be obtained by contacting staff, as indicated.

### Our objectives for the September 2024 to September 2028 period are to:

- To ensure that opportunities for physical activity for girls are maximised
- To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping
- To ensure that the school culture supports and embeds a respectful view of other cultures
- Ensure appropriate support is in place for protected groups of pupils, raising standards and maintaining inclusive teaching across the whole school

## Information about what our school does to promote equality

Type of information	Evidence available and how this can be obtained
<b>Data about the school population and differences of outcome</b>	
1. Our school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.	This information is not publicly available as it is not good practice to publish information which, due to small numbers, would allow individuals to be identified.
2. Our school has data on its composition broken down by types of impairment and Special Educational Need. We follow DfE guidance on recording disability in addition to Special Educational Need.	This information is not publicly available as it is not good practice to publish information which, due to small numbers, would allow individuals to be identified.
3. Our school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English. The school also uses data and other evidence provided by the Local Authority or available nationally, to help identify inequalities and the needs of particular groups.	This information is not publicly available as it is not good practice to publish information which, due to small numbers, would allow individuals to be identified.
4. Our school uses data and other information on inequalities of outcome and participation when setting itself objectives for achievable and measurable improvements.	Our objectives for 2024 to 2028 are based on the following data and other information: attainment, attendance, rewards and sanctions, engagement in the extended life of the school, prejudice related incidents, curriculum

<b>Documentation and record-keeping</b>	
5. There are statements of the school's responsibilities under the Equality Act in various school documents, for example our equality policy, the school development plan and self evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.	This policy is available on our website. Several other relevant documents are also available on our website. They include our prospectus, newsletters to parents and a guide to the Public Sector Equality Duty, published by the Equality and Human Rights Commission

6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership meetings.	Governing Body reports and minutes of meetings are available on request from the school office.
<b>Responsibilities</b>	
7. A senior member of staff has special responsibility for equalities matters.	If you wish to discuss equality matters please contact: Laurie Davies (Acting Headteacher) or Sam Fisher (Acting Deputy Heateacher)
8. A member of the governing body has a watching brief for equalities matters.	If you wish to see records relating to particular decisions, please contact the school office who will contact the Clerk to the Governors on your behalf
<b>Staffing</b>	
9. The school's programme of staff meetings and continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.	Examples of this include: Ongoing safeguarding training, planning and teaching of 'British Values', Protected Characteristics and PSHE embedded into curriculum
10. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.	We ensure we adhere to Somerset County Council's guidance on equal opportunities and recruitment
11. Our other policies, including our pay policy, uphold good equalities practice.	Key policies are available on our website

<b>Behaviour and safety</b>	
12. There are clear procedures for dealing with prejudice-related bullying and incidents.	Our policy for responding to prejudice-related bullying and incidents is available on our website.
13. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.	Evidence of this comes from our most recent Ofsted report, available on the Ofsted Website and 2024 SIP visits.

<b>Curriculum</b>	
14. Focused attention is paid to the needs of specific groups of pupils (for example those who have Special Educational Needs) and there is extra or special provision for certain groups, as appropriate.	If you wish to discuss such support, please contact Laurie Davies (Acting Headteacher), Ellie Furner (SENCO) or Sam Fisher (Acting Deputy Teacher)
15. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.	Examples of this are found in our SMSC (Social, Moral, Spiritual and Cultural Development) plans.
16. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.	
17. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds, as available for pupils of our age group.	If you wish to discuss equality matters related to curriculum materials please contact: Laurie Davies (Acting Headteacher), Ellie Furner (SENCO) or Sam Fisher (Acting Deputy Teacher)

<b>Consultation and involvement</b>	
18. The school has procedures for consulting and involving parents and carers and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation).	Examples of how we have consulted and involved parents and other people include: questionnaires to parents/carers, parent forums, links with local groups in and around Wookey
19. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act (which may sometimes involve targeted consultation).	Pupil voice for PSHE and wellbeing is gathered regularly. Houses are established and are part of ongoing improvement to gather pupil attitudes and concerns.

### Single Equality Scheme Action Plan 2024-28

Link to PSED	Protected characteristic	Aim	Action	Responsible	Dates
Advance equality of opportunity	Gender	<p>To ensure that opportunities for physical activity for girls are maximised</p> <p>To ensure that girls are well represented on school sports teams</p>	<p>Ensure a balance of activities are available as out of hours sports clubs and during school P.E. sessions</p> <p>Survey girls and to obtain their views on sporting opportunities</p>	<p>PE lead Teachers of PE Sports club leaders</p>	Sept 24 - ongoing
Advance equality of opportunity	Gender	To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Ensure that opportunities are maximised throughout our curriculum to challenge gender stereotyping, including use of written materials, stories, studies etc.	All teaching and classroom support staff	Sept 24 - ongoing
Fostering good relations	Race	To ensure that the school culture supports and embeds a respectful view of other cultures	<p>Curriculum has been designed to use a range of themes, texts and cultures as a vehicle for learning. This has been done with careful thought to address a need for exposing children to different cultures and beliefs. English texts are monitored to ensure a range of themes; history teaching is planned to develop positive attitudes; R.E. and P.S.H.E. lessons are planned to ensure that enough time is devoted to this.</p> <p>We ensure all staff undertake eLearning module to refresh understanding of the 'Prevent' agenda</p>	<p>Curriculum subject leaders</p> <p>All staff</p>	Sept 24 - ongoing
Advance equality of opportunity	Gender, disability, race, sexuality	Ensure appropriate support is in place for protected groups of pupils, raising standards and maintaining inclusive teaching across the whole school	<p>SENCO to monitor access to the curriculum for SEND children and liaise with teachers and support staff to ensure that all necessary adaptations are put in place.</p> <p>RSE curriculum acknowledges and validates positive loving relationships of</p>	All staff	Sept 24 - ongoing

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