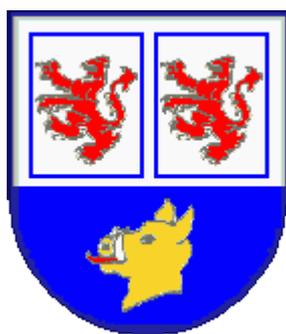


# Equality Information and Objectives





# Willington Primary School

## Equality Information and Objectives

### 2024 - 2028

**Written by:** Mrs K Harker-Headteacher

**Last reviewed on:** September 2025

**Approved by:** WPS Governing Body

**Date:** November 2025

## **Equality Act 2010**

### **Willington Primary Schools' provision of the public sector equality duty**

We at Willington Primary School are committed to equality. We aim for every pupil in our school to fulfil their potential no matter what their background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes. In pastoral support and in before and after school activities, trips and residential.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a protected characteristics that are different from the needs of person who do not share it;
- Encourage person who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low,

We will take into account the six Brown principles of 'due regard'

- **Awareness** – all staff know and understand what the law requires
- **Timeliness** – implications considered before they are implemented
- **Rigour** – open minded and rigorous analysis, including parent/pupil voice

- **Non-delegation** – the PSED cannot be delegated
- **Continuous** – ongoing all academic year
- **Record-keeping** – keep notes and records of decisions and meetings

## Legislation

- We welcome our duty under the Education and Inspections Act 2006 to promote cohesion.
- We welcome our general duty under the Equalities Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.
- We welcome the emphasis in the Ofsted framework on the importance of diminishing differences in achievement which affects, amongst others:
  - pupils from certain cultural and ethnic backgrounds;
  - pupils who belong to lower-income households;
  - pupils who are disabled;
  - pupils who have special educational needs;
  - boys in certain subjects, and girls in certain other subjects.

## Summary Statement

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. We have a 'No Outsiders' Ethos: Everyone is different: Everyone is welcome. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and inclusion and the benefits it can have
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

## Equality Information

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Equalities Act by:

- Publishing our equality information at least annually
- Publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

This Equality Information is a summary pupil profile of the school. The information for pupils has previously been collated via the data collection sheets, which has been completed by parents/ carers. Information is then updated as and when required using Arbor.

Our school maintains confidentiality and works to principles of GDPR and data protection. Information is published in a way so that no pupil can be identified.

### Staff Equality Profile

Our school employs less than 150 staff members and is therefore not required to publish staff data. The school uses any data collected about staff demographics in order to inform policies, decisions and the objectives detailed in this document.

### Pupil Equality Profile (Updated July 2025)

Age	We have pupils aged from 3 to 11 years old in our school.
Disability	<p>"Our numbers are so small it would not be appropriate to publish this information"</p> <p>We ensure reasonable adjustments are made where appropriate.</p>
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	<p>100% pupil gave information</p> <p>Our pupil profile comprises: White British, Black African, Indian, Other White British and White and Asian.</p>
EAL (English as an Additional Language)	<p>1.39% EAL</p> <p>The languages spoken within our pupil profile are: English, Hausa, Panjabi; Punjabi</p>
Religion and Belief / no belief	"Our numbers are so small it would not be appropriate to publish this information"
SEND	13.1% pupils identified with a Special Educational Need.
Sex – male/female	<p>46.53% female</p> <p>53.47% male</p>
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	60.42% pupils eligible for Pupil Premium

## **Equality Objectives 2024-2028:**

Our equality objectives are:

1. To increase pupils' awareness and understanding of other cultures, religions, and communities.
2. To ensure that teaching and curriculum materials, resources and internal displays promotes diversity and supports understanding of protected characteristics and promotes inclusivity throughout the school.
3. To enhance the ethos, curriculum, school resources and planning for visits and visitors to address gender stereotypes and gender identity.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

*'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'*

Though the Act refers to 'race,' the use of ethnic/ cultural origin, background or heritage is often more appropriate.

### **Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment

### **Monitoring**

This is a whole school policy of which staff, children and parents have ownership and therefore working together as a whole is essential for it to work effectively.

We will review progress on these objectives annually and this paperwork will be held within school.

We will update our equality objectives every four years and publish them on our school website.

This document will be reviewed by the headteacher and Equality governor at least every 4 years.

This policy was ratified by the Full Governing Body in the Autumn term.