

Woodlands Infant School



The best me that I can be

Equality Information and Objectives Policy

Our Curriculum has been designed to ensure each and every child can 'be the best me I can be!' by offering stimulating and awe-inspiring learning experiences with our school values at its heart. It is bespoke to the needs of the pupils at Woodlands, not only because it focuses on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but because it's also modelled on the school values and underpinned by individual and collaborative learning experiences, a positive growth mindset, a sense of responsibility and challenges that take them beyond the classroom.

Approved by: Full board

Date of approval: 25/06/25

Next review due by: July 2026

Shared with staff: July 2025

Signed Chair of Governors: Mrs Lucy Wright

Signed Headteacher: Mr Anthony Waters

Woodlands Infant School Equality Information and Objectives Policy

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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.

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 following characteristics are protected characteristics:

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation;
- [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.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). This document also complies with our funding agreement and articles of association.

3. 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;
- 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 annually.

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

- At Woodlands, we do not tolerate discrimination against any protected characteristic.
- 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 refresher training 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBT 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).

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 acceptance, 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. This may also include schools funding transport for coaches in order to facilitate the trip;
- 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 all school's activities. 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 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 with the completed risk assessment.

8. Equality Objectives - *This information is reviewed annually and updated as needed to reflect school priorities.*

Objective	Why we chose this objective:	To achieve this, we intend to:	Progress we intend to make:
Objective 1: <i>Continue to raise awareness of other faiths through assemblies, visits from faith leaders or funded visits to places of worship.</i>	As part of our review of the school's RE curriculum and wider commitment to inclusion, we want to ensure that pupils are exposed to a wide range of world religions and beliefs. Our aim is to promote mutual respect, challenge stereotypes, and foster curiosity about diverse traditions within and beyond our local community.	<i>Schedule assemblies throughout the year focused on key religious celebrations from different faiths.</i> <i>Invite faith leaders and representatives to speak in assemblies or lessons.</i> <i>Plan at least one visit per year group to a local place of worship, ensuring coverage of more than one faith over time.</i> <i>Audit and enhance our RE curriculum to ensure a balanced representation of different faiths.</i> <i>Update the school library and classroom resources to include high-quality books reflecting a range of religious experiences and practices.</i>	<i>Pupils can talk confidently about key features of major world faiths by the end of KS1.</i> <i>Assemblies and visits linked to at least four different faiths delivered across the year.</i> <i>Pupil and parent feedback reflects increased understanding and respect for different beliefs.</i> <i>Monitoring of RE lessons and curriculum shows a broader and more balanced faith representation.</i>
Objective 2: <i>Improve attendance rates for SEND and PP pupils</i>	Our internal data highlights that pupils with SEND and those eligible for the Pupil Premium have lower attendance than their peers. As attendance is closely linked to academic progress, wellbeing and inclusion, this objective supports equal access to opportunity and outcomes.	<i>Monitor attendance weekly for SEND and PP pupils and flag emerging patterns.</i> <i>Work closely with families to understand barriers and provide personalised support.</i> <i>Use inclusion and nurture strategies (e.g. trusted adults, morning routines) to improve school belonging.</i> <i>Review our communication and support offer for parents of children with persistent absence.</i> <i>Track and report attendance trends termly to governors.</i>	<i>Narrow the attendance gap between SEND/PP pupils and their peers by at least 1–2% compared to the previous year.</i> <i>Increase number of SEND/PP pupils achieving 96%+ attendance.</i> <i>Evidence of proactive, personalised support logged and evaluated.</i>
Objective 3: <i>Increase opportunities for diverse parent and carer voice in school life and decision-making</i>	We are proud of our strong parent partnerships. However, we want to ensure all parents and carers – including those from minority, disadvantaged, or underrepresented groups – feel heard, valued and confident to contribute to the school community. We want to make our engagement more inclusive and representative.	<i>Actively invite and encourage participation from EAL, SEND and PP parents in school surveys, events and feedback opportunities</i> <i>Offer translated information and flexible attendance options (e.g. virtual or varied time slots)</i> <i>Monitor who engages in parental consultation activities and review gaps</i> <i>Include a wider range of parent voices in displays, events and newsletters</i> <i>Explore ways to involve diverse parents in school council or focus groups</i>	<i>Increased participation from parents in underrepresented groups</i> <i>Feedback shows more families feel included in shaping school life</i> <i>Adjustments made in response to diverse parent input are documented</i> <i>Parent engagement data shows greater equity across groups</i>