



Equalities Policy and Objectives

Category	Statutory
Reviewed by	Headteacher
Approved by and when	LAC 23.01.2026
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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values Excellence, trust, pride, kindness, resilience.

The governing board is committed to providing equal opportunities in employment for all staff, ensuring that we take all possible steps to avoid unlawful discrimination as it relates to our employment practice and the wider school community.

This policy is intended to assist us in putting this commitment into practice. Compliance with this policy should also ensure that employees do not unwittingly commit unlawful acts of discrimination.

Striving to ensure that the work environment is free from harassment and bullying and that everyone is treated with dignity and respect is an important aspect of ensuring equal opportunities in employment.

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 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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

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/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 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 among staff and pupils
- Work with Pupil Premium lead to monitor success in achieving the objectives and report back to governors
- Identifying any staff training needs, and deliver training as necessary

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

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.

Staff receive training on the Equality Act 2010 which covers:

- What the Equality Act 2010 is
- What the 9 protected characteristics are

- Exceptions for pupils and schools
- The different types of discrimination people are protected from
- Disability discrimination and reasonable adjustments
- Positive action

The Headteacher is the designated member of staff for monitoring equality issues.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the needs of people who have a particular characteristic
- 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 activities)

In fulfilling this aspect of the duty, the school will:

- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 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 speak at assemblies, 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.

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

8. Equality objectives

As a school, we are required to publish equality information every year:

- Pay gap report is completed by the multi-academy trust, as the school has fewer than 250 employees
- We must report on at least 1 equality objective once every 4 years

The school Equality objectives were set in October 2025 and are due to be reviewed before October 2029.

In line with the Public Sector Equality Duty, we have identified the following equality objectives for Woodlands Park Primary School:

Objective 1: Closing Attainment and Progress Gaps

Objective: To improve attainment and progress for pupils with protected characteristics by ensuring high-quality inclusive teaching, targeted academic support, reasonable adjustments, and effective use of data to identify and respond early to barriers to learning. This includes pupils with disabilities (including SEND), pupils from different ethnic backgrounds and pupils with different religions or beliefs.

Success Criteria:

- Attainment and progress gaps between pupils with protected characteristics and their peers are closing year on year
- All pupils with protected characteristics make at least expected progress from their starting points in reading, writing and mathematics
- Early identification systems are in place and used effectively to identify barriers to learning for all pupils with protected characteristics
- High-quality teaching is consistently delivered across all classes, with appropriate adaptations for pupils with protected characteristics
- Targeted interventions are evaluated for impact and adjusted as necessary
- Data is reviewed termly, disaggregated by protected characteristics, and actions are taken to address any emerging gaps

Actions:

- Implement robust tracking systems to monitor the progress of pupils with protected characteristics where numbers allow
- Ensure all teaching staff receive training on effective strategies for supporting pupils with protected characteristics, including understanding reasonable adjustments and the requirements of the Equality Act 2010
- Allocate resources strategically based on evidence of what works for different groups of pupils
- Provide targeted academic interventions for pupils who are not making expected progress, with interventions tailored to address specific barriers
- Ensure early identification of barriers through regular pupil progress meetings that consider the needs of pupils with protected characteristics
- Quality assure teaching and learning with a focus on the progress of pupils and the effectiveness of reasonable adjustments
- Work closely with families to understand and address barriers to learning, being sensitive to diverse family backgrounds and circumstances
- Monitor and address any incidents of discrimination, bullying or harassment related to protected characteristics

Monitoring:

- Termly pupil progress meetings with analysis of the progress of groups of pupils
- Regular learning walks and lesson observations focusing on quality-first teaching
- Termly review of intervention impact data
- Annual review of Pupil Premium strategy and spending
- Annual review of our equality objectives with adjustments made as necessary
- Regular analysis of behaviour, exclusion and attendance data by protected characteristics to identify any patterns of inequality

Responsibility: Headteacher, Assistant Headteacher, Class Teachers & Pupil Premium Lead

Timescale: Ongoing, with annual review

Objective 2: Access, Inclusion, and Wellbeing

Objective: To ensure all pupils, particularly pupils with protected characteristics, specifically pupils with disabilities (including SEND), pupils from ethnic minority backgrounds and children from socio-economic disadvantaged families, have equitable access to curriculum opportunities, enrichment activities, and pastoral support, promoting high attendance, positive wellbeing, and engagement regardless of socio-economic background.

Success Criteria:

- All pupils have equal access to and participate in enrichment activities
- Attendance of disadvantaged pupils is in line with or exceeds that of non-disadvantaged pupils
- Pupils report feeling included, valued and supported through pupil voice activities
- Financial barriers to participation in school activities are removed or minimised
- Pastoral support is effectively targeted to meet the needs of all pupils
- All pupils demonstrate positive attitudes to learning and high levels of engagement

Actions:

- Audit current participation in enrichment activities and identify barriers
- Provide financial support (through Pupil Premium funding) to enable disadvantaged pupils to access trips, visits, clubs and residential experiences
- Implement a robust attendance monitoring system with early intervention
- Develop strong relationships with families to understand and address barriers to attendance
- Ensure pastoral support is well-matched to pupils' needs and includes support for emotional health and wellbeing
- Create opportunities for all pupils to develop confidence, resilience and social skills
- Monitor and address any instances of bullying or discrimination related to protected characteristics
- Ensure the curriculum promotes understanding and respect for diversity and challenges stereotypes

Monitoring:

- Termly analysis of enrichment activity participation rates by pupil group
- Weekly attendance monitoring with targeted intervention for Pupil Premium pupils
- Termly pupil voice activities to gather views from pupils with protected characteristics
- Regular review of pastoral support records and impact
- Annual parent/carer survey including questions about inclusion and wellbeing
- Termly reporting to governors on attendance, participation and wellbeing of pupils
- Annual review of this objective with adjustments made as necessary

Responsibility: Headteacher, Deputy Headteacher, SENDCo. Class Teachers, SEMH coaches & Pupil Premium Lead

Timescale: Ongoing, with annual review

9. Monitoring arrangements

This document will be reviewed and approved by the local governing board at least every 4 years.

10. Links with other policies

This document links to the following policies which can be found on the website:

- Accessibility plan
- SEND Policy and information report
- Behaviour Policy
- Pupil Premium Strategy
- Teaching and Learning Policy