



Equality information and objectives



Wivelsfield Primary School 2026-2030

Approved by: FGB

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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 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](#).

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, 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 equality link governor is Katie Wollaston They will:

- Meet with the headteacher at least annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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 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.

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 gay 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)

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 (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. 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

8. Equality objectives:

Review of objectives agreed 2021

Objective 1:

- **All SEND children have their needs met so they have the opportunity to achieve their full potential academically and attainment is as close to peers without SEND as possible. They have the opportunity take part in all aspects of school life.**

Why we have chosen this objective:

We have a growing number of SEND children in the school with complex needs.

To achieve this objective, we plan to:

Build further on good practice.

In particular:

- Ensure skilled support is in place for children who have complex needs as soon as these are identified
- Invest in high quality training for staff working with children with complex needs.
- Cascade training from external agencies to upskill all staff.
- Keep up to date with research in best practice.
- Improve attendance for relevant children.
- Set small SMART targets within the targets set 3 times each year.
- Ensure any barrier to good progress is minimised as much as possible
- Monitor and increase attendance at extracurricular clubs.

Final Review of objective

Records and reports show children with complex needs are well supported by staff who have a programme of CPD appropriate for their role.

The school works closely with external agencies from the LA including TAS., CLASS and ed. Physchs.

Records show attendance has improved for most SEND children who struggle to come to school – this is due to close work with parents, a flexible approach when needed, Key workers when needed.

Typically, over 80% of SEND children attend an extra-curricular club; adaptations are in place so all children can participate in enrichment activities, performances etc.

ANPs are reviewed 3 times yearly

Objective achieved

Objective 2:

- **To ensure the curriculum and wider school life prepares all children for life in the 21st Century, through developing understanding and respect for people of different race, culture, religion or sexual orientation.**

Why we have chosen this objective:

- Wivelsfield Primary School is a school with little diversity in respect of race, religion, culture or sexual orientation.
- Lack of knowledge and understanding appear to be the cause of any racist or sexual orientation behaviour incidents.

To achieve this objective, we plan to:

- Teach understanding through PSHE, RE and assemblies
- Plan schemes of work so equality is woven through the whole curriculum and is not a mere bolt on
- Plan displays that celebrate diversity
- Plan visits and visitors to school to celebrate diversity
- Audit the provision of books in the library and if needed purchase books that celebrate diversity and /or a written by BAME authors.
- Undertake a survey of the school community
- Plan a rolling cycle of visits or visitors so that all children have the opportunity to see or hear about different religions, cultures, disabilities or race first hand on a regular basis throughout their time at Wivelsfield School
- Respond as appropriate to local, national or global events to further develop the children's understanding of equality e.g. Black Lives Matter

Final review of Objective

The school worked consistently to prepare children for the 21st Century.

PSHE - Opening Young Minds, RE and assemblies are planned to teach understanding e.g. divali, sukkot,

The school has many new books written by BAME authors, BAME artists are woven through the art and DT curriculum and there is celebration of ethnic minorities and disabled people through other subjects.

Consistent diversity through displays could be further developed

Key stage assemblies are used to respond to events beyond the school community, at an age-appropriate level

Objective partially achieved . More focussed work is needed around sexual orientation discrimination.

Objective 3:

- **Summer born children make progress in line with their peers so that by 2024 there is a higher % of children achieving at age related in Y6 in comparison with 2019 (no data for 2020)**

Why we have chosen this objective:

- Research shows that summer born children are at risk of falling behind in comparison with children born earlier in the academic year.
- School data shows that a disproportionate number of summer born children need additional support to achieve in line with their older peers.

To achieve this objective, we plan to:

- Analyse whole school data to make a baseline of % of summer born children not achieving in line with peers.
- Headteacher to approve parental requests to defer entry into Reception unless there is a good reason not to.
- . In Reception, priority is given to PSED, Speech and Language (including developing vocabulary) and reading for summer born children at risk of falling behind
- In Reception any intervention to increase progress is based around play and child's interests
- Summer born children who are behind peers, but do not have SEND, have additional support as needed as they progress through the school.
- When needed, teachers to work with parents to encourage independence at home

Final review of Objective

Since 2019 requests for deferral for children born June or later have been approved. This is about one /year.

All YR children are screened using speechlink and support given when identified.

Monitoring shows much intervention is play based, especially for younger children.

Intervention is planned throughout school following data analysis.

Data analysis

2019: 46% summer 77% of these exs RWM (whole cohort 78.6%)

2022 38.7% summer 50% RWM (whole cohort 55.6%) (flawed data)

2023 :16.7% summer 60% RWM (whole cohort 73%)

2024: 20.5% summer 71% RWM (whole cohort 82.4%)

2024 34.5% summer 70% RWM (whole cohort 69%)

The data shows a varied outcome but tends to suggest summer born children still perform slightly less well than their peers.

Objective partially achieved

Objectives 2026

Objective 1:

- **To ensure the physical environment, curriculum and wider school life are fully accessible so that children with physical needs can participate, achieve and thrive.**

Why we have chosen this objective:

The school has an increasing number of children with physical needs, and ensuring equitable access to learning, play and enrichment is essential for their wellbeing and progress. The Equalities Act requires schools to anticipate and remove barriers, and this objective strengthens our commitment to inclusion

To achieve this we plan to:

- Audit the school environment to identify physical barriers and create an accessibility action plan.
- Ensure reasonable adjustments are made promptly for individual children (e.g., adapted equipment, seating, access routes, resources).
- Work with external agencies (OT, physio, specialist teachers) to implement recommendations effectively.
- Provide staff training on supporting children with physical needs, including safe movement, positioning and inclusive classroom practice.
- Review playground provision to ensure all children can access play and social opportunities.
- Ensure trips, clubs and enrichment activities are planned with accessibility in mind from the outset.

Objective 2

- **To strengthen pupils' understanding of gender equality and inclusion, ensuring all children feel safe, respected and represented.**

Why we have chosen this objective

Incidents relating to gender stereotypes and gender-based language have increased nationally, and schools play a key role in challenging misconceptions early. Ensuring children understand respectful relationships and gender equality supports safeguarding, wellbeing and future citizenship.

To achieve this we plan to

To achieve this objective, we plan to:

- Embed teaching about gender equality and respectful relationships through PSHE, assemblies and the wider curriculum.
- Audit resources (books, displays, curriculum materials) to ensure balanced representation and challenge stereotypes.
- Provide staff training on recognising and addressing gender-based language or behaviour.
- Engage parents through workshops or information sharing to promote consistent messages.
- Monitor incidents of gender-based behaviour and respond with restorative approaches.

Objective 3

- **To reduce the attainment and wellbeing gap for disadvantaged pupils by strengthening early identification, targeted support and family engagement.**

Why we have chosen this objective:

School data shows that some disadvantaged pupils face barriers to attendance, engagement and progress. Strengthening equality of opportunity is central to the school's mission and statutory duties.

To achieve this objective, we plan to:

- Analyse data termly to identify gaps in progress, attendance and participation.
- Provide targeted academic and pastoral interventions based on individual need.
- Strengthen relationships with families through regular communication, support meetings and signposting to services.
- Ensure disadvantaged pupils have equal access to enrichment, trips and extracurricular activities.
- Monitor the impact of interventions and adapt provision accordingly.

9. Monitoring arrangements

The headteacher will update the equality information we publish, usually every year.

This document will be reviewed by the full governing board at least every 4 years.

This document will be approved by full governing board

10. Links with other documents

This document links to the following policies:

- Accessibility plan
- SEND policy
- PSHE scheme of work
- RE scheme of work