



Weobley Schools' Federation

Equality Information and Objectives

1. Aims

Our schools aim to meet their obligations under the Public Sector Equality Duty (PSED) 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 schools, including to staff, pupils and parents
- › 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 Deputy Headteacher (Behaviour and Wellbeing) in the high school and the Head of School in the primary school.

The equality link governor is Mrs Kate Ede.

They will:

- › Meet with the designated member of staff for equality every academic year, 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

Deputy Headteacher (Behaviour and Wellbeing) in the high school and the Head of School in the primary school will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors

All schools' 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 schools are aware of their 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.

The schools have a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these 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 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 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 clubs)

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

- Analyse the attainment data each academic year to establish how pupils with different characteristics are performing. From this data the schools can determine strengths and areas for improvement and implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Analyse further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The schools aim 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 RSE, 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.
- Working with our local community. This includes inviting members of the local community to take assemblies and other opportunities to speak to the students.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the schools. 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 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 schools ensure it has due regard to equality considerations whenever significant decisions are made.

The schools always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the schools considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girl

8. Equality objectives

Equality Objectives 2021-2024

RJ - Russ Jones - Deputy Headteacher Behaviour and Wellbeing (High School)

SJW - Stephen Warrell – Head of School (Primary School)

SEW – Sarah Wallace (Primary School)

DN – David Nicholas – Deputy Headteacher Curriculum and Standards (High School)

WH – Weston Holder – Assistant Headteacher Teaching and Learning (High School)

ST – Sharon Thomas – Lead Teacher (Primary School)

EP – Emma Pollock – Subject Leader for PSHE/Citizenship and RE (High School)

JS – Jo Shock – Office and Attendance Manager (High School)

Equality Objective	Action	By Whom
To ensure that staff and Governors are aware of current legislation surrounding equality and diversity and understand the school's responsibility	To ensure all staff are made aware of the equality legislation and regular annual training is planned. To make the relevant Governors Committee aware of these objectives and wider equality requirements.	RJ/ SJW
To promote cultural understanding and awareness and tolerance of different beliefs between different groups within our school	Through an audit of RE and Citizenship to see what is already in place. To promote through whole school assemblies and through consultation days.	RJ/EP/SJW
Actively close gaps in attainment, attendance and achievement between learners for all groups of learners; especially learners eligible for Pupil Premium, learners with special educational needs and disabilities, looked after children and learners from minority ethnic groups	Measures already in place to record and monitor the gap. All staff to be made aware of this importance and updated after grade reviews.	DN/WH/SJW/ST
Actively close gaps in attendance between learners for all groups of learners; especially learners eligible for Pupil Premium, learners with special educational needs and disabilities,	Already monitored through our attendance officer who disseminates to Learning Co-ordinators and tutors. Data to be shared with pastoral team	JS/DN/ SJW/ SEW

looked after children and learners from minority ethnic groups.		
Monitor the incidence of the use of homophobic, sexist and racist language by learners in our School. Actively seek to decrease these incidents.	To actively record and monitor through our Sims package. RJ to provide data. Data already shows low incidents. More whole school work planned in assemblies and tutor time.	RJ/SJW/ST
Monitor the uptake of STEM subjects in the high school, actively do more to encourage Girls to uptake these subjects.	Working with the Community, Governors and parents to look to provide a programme of inspirational speakers, to promote this initiative. Work within the Science and Maths teams to look at initiatives.	RJ and Governors.

9. Monitoring arrangements

The Deputy Headteacher (Behaviour and Wellbeing) in the high school and the Head of School in the primary school will update the equality information we publish, described in section 8 at least every year.

This document will be reviewed by Deputy Headteacher (Behaviour and Wellbeing) in the high school, the Head of School in the primary school and the Safeguarding and SEND committee at least every 4 years.

This document will be approved by SLT

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Safeguarding Policy
- Behavior Policy
- Child on Child Policy

Reviewed on: November 2022

Reviewed at: SLT

By: Russ Jones

To be reviewed: September 2026