



Wavendon Gate School

Equalities Policy

Date of last review:	March 2025
Date of next review:	March 2028
Type of policy:	Statutory/WGS
Frequency of review:	3 years
Governor Committee:	Business Committee

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, such as respect, kindness and courtesy.

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
- 3. 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](#).

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
- Meet with the designated member of staff for equality 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has 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 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. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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 (known as an Equality Impact Assessment) 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 electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To close the gender gap in reading and writing achievement by the end of Key Stage 2, so boys achieve in line with girls.

We have chosen this objective to address the observed gender gap in reading and writing achievement at the end of Key Stage 2, where boys tend to underperform compared to girls. Early literacy skills are essential for long-term academic success, and research shows that boys may face unique challenges in engaging with reading and writing due to factors like interest, confidence, and learning styles. By closing this gap, we aim to ensure that all children, regardless of gender, have an equal foundation in literacy as they progress through school. This objective aligns with our commitment to promoting equity and high standards across the curriculum, ensuring that boys are equally prepared and motivated in their reading and writing skills. Addressing this disparity early on, helps foster a love of reading and communication in boys and contributes to their success across all areas of learning.

To achieve this objective, we plan to:

1. Carefully selected reading Materials: Incorporate reading and writing materials that cater to a variety of interests, particularly topics that research shows may be more engaging to boys, such as adventure, sports, science, and non-fiction.
2. Provide Male Role Models in Literacy: Feature male authors, storytellers, and characters, and bring in male guest readers or mentors when possible.
3. Focus on Small Group and One-on-One Interventions: Offer targeted literacy support through small group or one-on-one interventions that address individual needs and provide a supportive environment.
4. Continue Regular Progress Monitoring and Feedback: Track and assess reading and writing progress frequently, paying special attention to any gender-based performance trends. We will adjust our strategies as needed based on data to ensure that all students are on track and receiving appropriate support.
5. Engage Parents and Guardians in Literacy Development: Provide resources and strategies for parents to encourage reading and writing at home.
6. Celebrate Literacy Achievements for All: Publicly acknowledge literacy achievements, making sure to highlight boys' successes in reading and writing.

Objective 2

To promote positive mental health through high quality PHSE, strong pastoral provision and good links with families by July 2026

We have chosen this objective because promoting positive mental health and well-being is essential to creating an inclusive, supportive, and high-achieving school environment where all children can thrive. Mental health challenges can affect children's ability to learn, build relationships, and enjoy school life, and we recognise that these challenges can impact any child, regardless of background. By prioritising mental health and well-being, we aim to reduce any barriers to learning, support each child's social and emotional

development, and foster resilience, confidence, and a sense of belonging for every child. This objective aligns with our commitment to equality, as it ensures all children have access to the resources and support they need to feel safe, valued, and empowered in our school community. Additionally, a focus on well-being prepares students with lifelong skills for managing stress, building positive relationships, and maintaining a healthy mindset as they navigate school and beyond.

To achieve this objective, we plan to:

1. Offer a Wide Range of Learning Opportunities for Positive Mental Health: Provide children with a variety of activities and lessons that support mental health and well-being, including mindfulness, emotional literacy sessions, social skills development, and physical activities that reduce stress and promote healthy self-expression. Zones of regulations and daily mindfulness if required..
2. Use the Mental Health team to Support Well-Being at Home: Offer family learning sessions to equip parents and carers with tools and strategies to support their children's mental health at home. These sessions will cover topics such as managing stress, fostering resilience, building self-esteem, and creating a positive home environment, helping families to feel confident and empowered in supporting their children.
3. Build Strong Relationships with Families and Use Signposting to Support Services: Establish and maintain open, supportive relationships with families to ensure that they feel connected to the school and supported. By actively listening to their concerns and providing information about relevant support services, we aim to help families access external mental health resources, such as counselling, family support agencies, and local well-being initiatives.
4. Utilise the Pastoral Team to Enhance Relationships and Engagement with Families: Engage our pastoral team in building meaningful relationships with parents and carers, fostering trust, and providing a point of contact for mental health and well-being support. The pastoral team will work to understand each family's unique needs, encourage ongoing involvement in school activities, and offer personalised support and guidance as needed.

Objective 3

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

We have adopted a comprehensive package of support for children seeking safety and ensuring their parent/carers are also part of our school community. The school has an expansive and holistic approach to supporting pupils seeking safety along with their families, and fostering a culture of welcome. The school seeks to dismantle obstacles to children and families being able to thrive. Working together with families to education children is crucial.

1. Our half termly workshops are extremely popular with parents. We continue to provide a range of workshops to allow parents more understanding of our curriculum so therefore can support their child further. Attendance at these workshops are monitored.
2. We have 2 parent/carers attendance at teacher consultations is monitored
3. Ensuring school enrichment opportunities are available to all children
4. Balanced representation in school events
5. School pastoral support available to work with disadvantaged children and families in order to build strong relationships and increase esteem and confidence regarding learning.

9. Monitoring arrangements

This document will be reviewed by the business committee every 3 years.

This document will be approved by the business committee.

10. Links with other policies

This document links to the following policies:

- a. Accessibility plan
- b. Risk assessment s
- c. Behaviour
- d. SEND

e. Admissions

This policy will be reviewed every year.

Date Agreed:	
Signed:	
Review Date:	March 2028