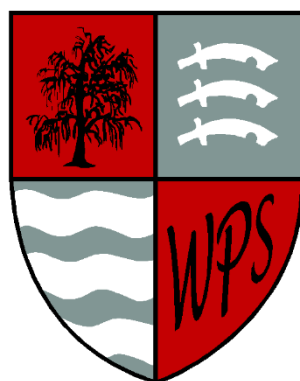

Equality Information and Objectives Statement



Willowbrook Primary School

Approved by:	Full Governing Board
Last reviewed on:	February 2026
Frequency of review:	Annual

INDEPENDENCE - HAPPINESS – TEAM WORK - CARING - RESPECT – HONESTY

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1. Aims of the general Equality Duty

Our school aims to meet its 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.

Having ‘**due regard**’ is defined to the need of removing or minimizing disadvantages, taking steps to meet differing needs and encourage participation when it is disproportionately low.

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
- 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 daily 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.

SLT will:

- Support the Headteacher in promoting knowledge and understanding of the Equality objectives amongst staff and pupils.
- Support the Headteacher in 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 to create a school ethos and atmosphere of dignity and fairness.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during staff 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.

Any queries or issues regarding equality are reported to the Designated Safeguarding Leaders.

Positive action: In some circumstances, schools will need to meet the needs of pupils in different ways so they can receive the same standard of education as everyone else. The positive action provisions of the Equality Act 2010 permit schools to take proportionate steps to help groups of pupils to overcome disadvantages connected to protected characteristics (like gender, race, sexual orientation etc).

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 characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying.)
- Taking steps to meet the needs of people who have a characteristic (e.g. enabling Muslim pupils to pray at prescribed times.)
- Encouraging people who have a 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 and trends over time. As a result, the school will implement actions in response to this 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 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 Relationships, Health & Sex Education (RSHE), 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 assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith and community groups to speak during assemblies. In addition, the school will organise 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, race and religion.
- We have developed links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach. Staff training sessions develop our expertise in relation to an awareness and understanding of characteristics.

7. Equality considerations in decision-making (see Accessibility Plan)

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 groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Clashes with any major religious holidays
- Is accessible to pupils with disabilities and their parents
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: Establish a reasonable adjustment agreement for all staff with disabilities to ensure their needs are met effectively and to remove or reduce any disadvantages they may face.

Objective 2: We will review the diversity of our staff — including race, gender and disability — to make sure our school is fair, welcoming and representative of our whole community.

Objective 3: Ensure that teaching staff regularly work with members of our diverse school community when planning and delivering the curriculum and monitor this through termly curriculum reviews and recorded examples of community involvement.

9. Monitoring arrangements

The SLT will update the equality information we publish, at least every year.

This document will be reviewed by the SLT at least every 4 years.

This document will be approved by the Governing Board.

10. Links with other policies

This document links to the following policies:

- Risk assessments
- RE and Collective Worship policy
- Equal Opportunities Policy and Statement (includes the Accessibility Plan)

11. Current Information

- We have 209 pupils on roll 24% of our pupils are entitled to the Pupil Premium Grant
- We have a relatively even split of males and females – 110 and 97 respectively.
- 4% of our pupils have an EHCP
- 14% of our pupils have Special Education Needs and receive additional support in school.
- We have 14 of the 17 ethnic groups represented amongst our pupil community.
- 12% of our pupils have English as an Additional Language
- The school location deprivation indicator is above average of all schools.
- The pupil base is slightly below national in terms of deprivation.