

School Equality Objectives September 2021 – September 2024



The legislation

The Equality Act 2010 replaced the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. **It protects everyone in England and Wales**, so it applies to all schools, regardless of type.

The Department for Education (DfE) has published non-statutory advice on how schools can fulfil their duties under the Equality Act 2010 which relates specifically to discrimination in an educational setting. We referred to it several times in writing this article.

Protected characteristics

The Act covers the following protected characteristics:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

The Public Sector Equality Duty

The Equality Act introduced the Public Sector Equality Duty (PSED). Under it, Wootton Park School is required to 'have due regard to the need to':

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it

The following plan outlines how we as a school are going to ensure that the PSED is embedded at our school. This plan is to be read in conjunction with our Equality & Diversity Policy.

Equality Objective	SDP Link (SDP 21_22)	Strategy Summary	Timescale	SLT Lead
To continue to provide a school environment that welcomes, protects and respects diverse people.	1B	✓ The staff continue to develop as a highly professional collaborative learning community	Sept 21 – ongoing	DRo ACo JSt
	1C	✓ Staff wellbeing enable all staff to flourish		
	4D	✓ Improve communication to parents for inclusivity and to further parents' engagement especially for hard to reach groups.		
	1B	✓ To promote an ambitious vision for outstanding behaviour across our school community		
	1B	✓ A culture of rewards is embedded		
To continue to close the gaps in attainment and achievement between learners and all groups of learners; especially boys and girls, disadvantaged learners, learners with SEND and Looked After Children, and learners from different heritage groups	1A	✓ To review the opportunities, accessibility and effectiveness of learning beyond the classroom, ensuring that all learners have an enhanced offer	Jan 22	JSt
	1B	✓ The DSEF & SEF report monitors and evaluates extra-curricular activities, educational visits and engagement with our local community.	Sept 21 – ongoing	JSt
	1B	✓ A well-being programme runs through the formal and informal curriculum and all aspects of school life to address cultural and contextual background learning to enrich learner understanding.	Sept 21	ACo
	1B	✓ Bespoke support for disadvantaged learners/SEND/learners from different heritage groups to address gaps in cultural development and social literacy through targeted provision.	Sept 21 – ongoing	CWo
	1B	✓ To continue to embed academic rigour into all subject areas, enabling us to develop learners who embrace challenge and achieve at the highest levels.		JSt
	4A	✓ To further develop strategies and provision that enables our learners with diverse and complex needs to succeed.	Spring 22	JSt
	4A	✓ A dedicated primary and secondary provision is developed to support those learners who struggle to meet the demands of transition due to social, emotional or mental health issues.	Spring 22	JPa / SMa
	1A	✓ The Key Stage 4 & 5 curriculum offer is reviewed to ensure that we deliver a curriculum to ensure that those learners with diverse needs are well equipped for the further success and happiness.	April 22 – Annually	JSt
	2B	✓ To develop a culture where all learners are developing healthy study habits that enable them to be proactive, curious and motivated learners that extend their learning.	Sept 21	JPa / JSt
	4A	✓ To embed the whole school strategies for reading (Fantastic) so that all staff take responsibility for ensuring that learners' reading skills are successfully developed across the school.	Jan 22	JCo / SRu
	4A	✓ Reading for pleasure is championed and promoted.	Jan 22	JCo / SRu
	1B	✓ Reading intervention for learners who struggle due to barriers – SEN, EAL, ability and disadvantage – addresses learning deficits.	Ongoing	JCo
	1B	✓ To develop learners as reflective, self-regulated learners that build resilient learning habits and leadership skills	Ongoing	JCo / CWo / SRu
	4F			JSt

	4E 1B 1B 1B	<ul style="list-style-type: none"> ✓ To enables learners to develop strategies to support their own wellbeing and resiliency, and that of others. ✓ To sustain and further improve attainment and progress secured by learners across all headline measures, ensuring that our learners make significantly better progress than other learners nationally. ✓ To further refine and develop the school’s strategic approach to reduce internal variance between groups of learners (closing the gap), particularly focusing on those learners who are entitled to Pupil Premium, boys and ‘Middle Ability learners’. ✓ The regularly review and monitor the Pupil Premium spending. 	Sept 21 – reviewed annually Annually Jan 22 – reviewed annually April 22	ACo JSt / GTr CWo / JSt / SMa CWo
To ensure that all learners are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all learners	4F 1B 2B 4F 4F	<ul style="list-style-type: none"> ✓ Learners engage and contribute positively with their local, national and global communities to make a positive difference to community cohesion within the school community, local community and beyond ✓ The Wootton Park Way is understood and championed by all stakeholders. ✓ The development of ‘meaningful encounters’ in CEIAG in each subject further develops our community partnerships. ✓ Leadership development is systematically embedded across all year groups to enable learners to lead learning in tutor time and in lessons. Accredited leadership programmes are established and learners thrive. ✓ Learners play a leading role in developing opportunities and facilities for social development. 	Jan 22 Sept - annually Sept 22 Sept 21 - ongoing	ACo All JWa ACo ACo
To eradicate the use of homophobic, sexist, racist and other discriminative language by learners in the school.	4D 1C 1B	<ul style="list-style-type: none"> ✓ Continue to promote an ambitious vision for outstanding behaviour across our school community ✓ Ensure consistent and effective implementation of rewards policy ✓ The pastoral support systems enable early identification of barriers to learning or positive social interaction with effective implementation of strategies. 	Reviewed annually	SMa SMa KSm / SMa