



William Ransom Primary School

Equality Information 2024-28

Adopted by Governing Body:

Next review: Autumn 2025

Mission Statement:

At William Ransom, we are committed to providing our children with a safe and nurturing environment that will enable all children to reach their potential, academically, socially, physically and emotionally.

Our vision is that every child becomes a confident, self-motivated, resilient and independent learner with a life-long zest for learning

1. Aims

William Ransom 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

Our school aims to promote respect for difference and diversity in accordance with our values, such as Respect (Honesty and Cooperation), Effort (Resilience and Responsibility) and Kindness (Consideration and Acceptance).

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 body 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 on a daily basis to the headteacher

The equality link governor is Andrew Fennemore. They will:

- Meet with the designated member of staff for equality termly, 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 body regarding any issues

The headteacher/designated member of staff for equality will:

- Promote the knowledge and understanding of the equality objectives among staff and pupils

- Meet with the equality link governor every term to raise and discuss any issues
- Monitor success in achieving the objectives and report back to governors
- Identify 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.

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 regular training.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- 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

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

- Analyse attainment data focusing on specific groups 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 of racial incidents)
- 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 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 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/diversity club 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 e.g Festival of Languages and Food Around the World
- 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

Objective 1

For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities.

Why we have chosen this objective: We have recently revised our behaviour policy which now focuses on the United Nations Convention on Rights of a Child (UNCRC) to help children understand the impact of negative behaviour and for adults to give strategies to bring about positive impact from behavioural choices in the future.

To achieve this objective we plan to: fully implement the behaviour policy and embed across all aspects of the school on an ongoing basis.

Progress we are making towards this objective:

- Create the behaviour policy with staff and governors – May 2024
- Introduce the behaviour policy to children and parents – Sept 2024

- Introduce Class marble jars to all classes – Sept 2024

Objective 2

To enable the school to support the needs of diverse, vulnerable and disadvantaged children.

Why we have chosen this objective: To ensure that we are fully supporting the needs of all of our children across the school and implementing targeted and specific strategies to support identified pupils where needed.

To achieve this objective we plan to: Fully implement the Pupil Premium strategy where needed in a targeting specific children where appropriate.

Progress we are making towards this objective:

- Pupil Premium Strategy being administered as planned (internally tracked) - ongoing
- Introduction of Mental Health Lead role – June 2024
- Weekly triaging SEND team – Sept 2024
- Launch Let Grow – Sept 2024
- When the Adults Change training – Oct 2024
- SEND training – Nov 2024

Objective 3

For all pupils to be able to see themselves in their schooling and in the curriculum to promote inclusion.

Why we have chosen this objective: To ensure that all children feel included and have a high level of self-worth and a positive image of themselves.

To achieve this objective we plan to: ensure all children are included in displays around the school and to regularly review the curriculum to ensure it references and includes the different cultures in our school and in society.

Progress we are making towards this objective:

- Inspirational quotes from a variety of cultures and gender – April 2024
- Graffiti workshop for Year 5/6 – July 2024
- Whole curriculum review leading to changes in specific subjects - ongoing

Objective 4

Recruitment procedures ensure equality for candidates and that the recruiting panel recruit the best person to the role.

Why we have chosen this objective: to ensure that we have fair and robust recruitment procedures.

To achieve this objective we plan to: use blind recruitment strategies.

Progress we are making towards this objective:

- Is currently being used through Teach in Herts for all appointments - ongoing

9. Monitoring arrangements

The equality link governor will update the equality information we publish, described in sections 4 to 7 above, at least every year.

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

This document will be approved by governing body.

10. Links with other policies

This document links to the following policies:

Accessibility plan

School risk assessment

SEND policy

Behaviour policy

Approved by:

Tony Plunkett
Headteacher

Andrew Fennemore
Chair of Governors

Date: 23.09.24

Last reviewed on: Autumn 2024

Next review due by: Autumn 2025