



Wildridings Primary School Equalities Policy, Information and Objectives

Headteacher	Mr Brent Ellis
Chair of the Governing Body	Mr Oli Rock

Approved by FGB	26 th March 2026
Next Review	March 2027

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Eliminating discrimination	3
5. Advancing equality of opportunity	4
6. Fostering good relations	4
7. Equality considerations in decision-making	5
8. Equality objectives	5
9. Monitoring arrangements	7
10. Links with other policies	7
Appendix A: Equalities Information	8

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 both our school values and fundamental British values.

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](#), 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

The equality link governor will:

- › Meet with the designated member of staff for equality every [frequency], 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

The designated member of staff for equality (Deputy Headteachers) will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor every to raise and discuss any issues
- › 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.

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 when appropriate, e.g. updates in national guidance, changes in circumstances.

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, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic
- › 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 data referenced above 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

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a school, we will publish information to show:

- › The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- › Gender pay-gap reporting and other pay equality issues
- › The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- › Applications for flexible working and their outcomes for staff with different protected characteristics
- › Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- › Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- › Policies and programmes in place to address equality concerns from staff
- › Information from staff surveys and/or trade unions
- › Records weighing the equality outcomes of important decisions including evidence used to make decisions

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

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

- Making pupils aware of our behaviour and anti-bullying policies
- 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

	Action	Monitoring Evidence	Review March 2026	Review March 2027
<p>Objective 1: To close the gap in attainment for vulnerable groups.</p> <p>Target Groups: Pupil Premium children SEND children</p>	<ul style="list-style-type: none"> ➤ Track children carefully ➤ Plan effective quality first teaching ➤ Monitor attendance and address ➤ Staff training into effective teaching of SEND children ➤ Introduce pre learning tasks and specific interventions ➤ Provide interventions/resources ➤ Enrich curriculum through visits/visitors and experience 	<p>Insight - Tracking data</p> <p>Provision Map – Learning</p> <p>Pathways and Provision Impact Reviews</p> <p>EWO</p> <p>Pupil Premium Trackers</p> <p>Intervention folders</p> <p>Case studies</p>	<p>Children are tracked and data analysed on Insight. PPG and SEND pupil data is specifically highlighted on PPM form and there is an expectation that teachers will track these pupils as well as SLT.</p> <p>Quality first teaching is prioritised and pre teaching is utilised by all teachers. These are recognised as the most effective strategies for PPG and SEND pupils.</p> <p>Staff training has been given on: Sensory Circuits, Dyslexia and staff have been signposted to Autism courses.</p> <p>In 2024-2025, 86% of PPG pupils made the expected standard in Reading, out performing non PPG</p>	

			<p>pupils and made accelerated progress. Results for PPG pupils in Writing and Maths were broadly in line with non PPG pupils at the end of KS2.</p> <p>In 2024-2025, SEND pupils were teacher assessed as making above expected progress in Reading and Writing.</p>	
<p>Objective 2: To monitor and analyse pupil achievement and attendance by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.</p> <p>Target Groups: All specific groups of pupils</p>	<ul style="list-style-type: none"> ➤ Analyse published and in-house data. ➤ Track pupil achievement for specific groups. ➤ Adapt to planning to reflect the data. 	<p>Insight - Tracking data</p> <p>Planning</p> <p>Lesson observations</p> <p>Pupils' books</p> <p>SLT monitoring</p>	<p>PPG attendance for 2024-25 was 92.88%. This has been a rise since 2023-2024 when it was 91.91%. however this is still below the national expectation and although interventions are having a positive impact, there is still a need for attendance to improve for this group of pupils.</p> <p>SEND attendance for 2024-25 was 92.12% which is a drop from 2023-2024 when it was 93% however the attendance of pupils with an EHCP has increased.</p> <p>There was no significant difference in attendance for boys and girls last year. (94.86% and 94.82%)</p>	
<p>Objective 3: To ensure that all pupils are given similar opportunities with regards to school clubs and activities.</p> <p>Target Groups: All specific groups of pupils</p>	<ul style="list-style-type: none"> ➤ Keep a record of children attendance of clubs. ➤ Relaunch and promote school clubs ➤ Encourage children from a range of backgrounds to become more involved in school clubs. ➤ Staff awareness of the different groups represented within the school. 	<p>Clubs records</p> <p>Pupil / parent feedback (annual questionnaires)</p>	<p>Record is kept of pupils who attend sporting events within school, with some children being targeted. Record is also kept of current clubs offered and who attends these, with a small number of pupils targeted to attend Breakfast Club, After-school Club and HAF provision.</p> <p>Enrichment to be tracked more closely in the Summer term 2026 and beyond with an expectation that more extra-curricular clubs will be offered to children. The importance of enrichment to be shared with staff in line with new Government guidance.</p>	
<p>Objective 4: To tackle prejudice and promote understanding in relation to people with differences.</p> <p>Target Groups: All children</p>	<ul style="list-style-type: none"> ➤ Continue to develop the school's PSHCE curriculum ➤ Promote anti-bullying week ➤ Celebrate a range of events/festivals from other cultures. ➤ Include a diverse range of role models and key figures within the curriculum. 	<p>Planning</p> <p>Lesson observations</p> <p>SLT monitoring</p> <p>Anti-bullying, racist incident and behaviour logs</p>	<p>Anti-bullying week is promoted across the whole school (in the form of Kindness Week) with all year groups addressing issues around bullying, tolerance and respect. The PSHE curriculum is established but still needs to be developed to ensure that it is in sufficient detail and well matched to each year group.</p> <p>A wide range of events and festivals are celebrated from other cultures, including Diwali and Eid, with a prayer room also having been set-up for older pupils during Ramadan. A detailed assembly rota ensures that key events from different cultures are discussed together with promoting the school and fundamental British Values.</p>	

9. Monitoring arrangements

The Headteacher will update the equality information we published, at least every year.

School-specific equality objectives will be reviewed by at least every 4 years.

This document will be reviewed by the Headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent & pupil questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics

Pupil-related data

Information	Evidence and commentary	
	School (March 2026)	National (2025)
Number on roll	409	272
Gender	48.7% Girls	49.1%
	51.3% Boys	50.9%
Pupils from minority ethnic groups	42%	37.9%
Pupils on SEN support	13.4%	14.1%
Pupils with EHCP	1.5%	3.5%
English as an additional language	28.8%	22.8%
Ever 6 FSM (Pupil Premium)	16.95%	26.3%

Pupil Outcomes for Key Stage 2 2025

Attainment – by gender	% of pupils achieving EXS in Reading, Maths and Writing (TA)	
	School July 2025	National July 2025
Cohort (54)	56%	62%
Male (22)	50%	57%
Female (32)	64%	64%

Ever 6 FSM – Pupil Premium(7)	57%	47%
EAL (13)	38%	n/a

Attendance Data

	WPS 2024-25	National 2024-25 (Based on all school ages and for Autumn & Spring Terms only)
Attendance by gender	% of sessions missed due to overall absence	
All	5.08%	5.16% (Primary Only)
Male	4.96%	6.62%
Female	5.22%	6.64%
FSM	7.48%	10.29%
Non-FSM	4.58%	5.23%
No SEN	4.79%	5.66%
SEN Support	6.73%	9.63%
SEN with EHC Plan	8.87%	12.74%
English as a 1 st language	4.99%	
EAL	5.31%	

Staff data

As our school employs less than 150 staff, the governing body is not required to publish information in relation to our staff.

Other information

Information	Evidence and commentary
Governor representation - March 2026	As of 22 nd March 2025, the governing body had 4 female members and 5 male.

Qualitative information

The school publishes the following on our website:

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- a note about how the school monitors equality issues in everyday school life
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures

The following information is available on request at the school office:

- minutes of governor meetings
- details about assemblies which deal with relevant equality related issues

- views of the student council

The school has published various policies on the school's website: [Wildridings Primary School - Home](#)
These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: March 2026

Date for review and re-publication: March 2027

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.