

School Equality Objectives September 2024 – September 2028



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.

Protected characteristics

The Act covers the following protected characteristics:

- Sex or sexual orientation
- Race, colour, nationality, ethnicity or national origin
- Religion or belief
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership
- Any combination of those listed above

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 24-25)	Strategy Summary	Timescale	SLT Lead
To continue to provide a school environment that welcomes, protects and respects diverse people.	3B 37	✓ The staff continue to develop as a highly professional collaborative learning community	Sept 24 – ongoing	DRo
	4B 61	✓ Staff wellbeing enable all staff to flourish		JSt
	1C 11	✓ Improve communication to parents for inclusivity and to further parents' engagement especially for hard to reach groups.	Sept 24	SMa
	1C 10	✓ To promote an ambitious vision for outstanding behaviour across our school community	Sept 24	SMa
		✓ A culture of rewards is embedded	Sept 24	ELa
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	3B 38	✓ To review the opportunities, accessibility and effectiveness of learning beyond the classroom, ensuring that all learners have an enhanced offer	Sept 24	JSt
	4A 58	✓ The DSEF & SEF report monitors and evaluates extra-curricular activities, educational visits and engagement with our local community.	Sept 24	JSt
	3B 61	✓ 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 24	JPa
	3B 38	✓ Bespoke support for disadvantaged learners/SEND/learners from different heritage groups to address gaps in cultural development and social literacy through targeted provision.	Sept 24	CWo
	1A 1	✓ To continue to embed academic rigour into all subject areas, enabling us to develop learners who embrace challenge and achieve at the highest levels.	Sept 24	JSt
	3B 38	✓ To further develop strategies and provision that enables our learners with diverse and complex needs to succeed.	Autumn 24	CWo
	3D 55	✓ 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.	Autumn 24	JPa / SMa
	3D 55	✓ 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.	Annually	JSt / RKi
	3A 31	✓ 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 24	JPa / JSt
	1D 16	✓ 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.	Oct 24	JCh / SRu
	1D 16	✓ Reading for pleasure is championed and promoted.	Ongoing	JCh
	1D 16	✓ Reading intervention for learners who struggle due to barriers – SEN, EAL, ability and disadvantage – addresses learning deficits.	Ongoing	JCh / CWo / SRu
	3B 36	✓ To develop learners as reflective, self-regulated learners that build resilient learning habits and leadership skills	Ongoing	JSt

	3C 51 3B 42 3B 42	<ul style="list-style-type: none"> ✓ To enable 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 24 – reviewed Annually Annually Annually	CWo / JPa JSt / KSm CWo / JSt / KSm 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	4A 59 4D 63 4A 58 4A 59 4A 59	<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. 	Sept 24 Sept 24 Annually Sept 24 Sept 24 - ongoing	ACo DRo / All JWa ACo ACo / JSt
To eradicate the use of homophobic, sexist, racist and other discriminative language by learners in the school.	1C 11 1C 10 1C 14	<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