



# Windmill Hill Primary School

## Public Sector Equality Duty Statement and Equality Objectives

“Windmill Hill is committed to lifelong learning within a caring environment.

Together we make a difference.”

In line with the Equalities Act, 2010 and the school’s Equality Policy and Public Sector Equality Duty commitment statement, the following statement and objectives demonstrate the school’s focus on providing equal and inclusive educational and non-educational services in a non-discriminatory manner for all members of our school community. These objectives have been arrived at following discussions with members of the school community, an analysis of pupil progress and a review of the school’s developing population over recent years.

We are committed to meeting our Public Sector Equality Duty to:

- (a) Eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under this Act
- (b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- (c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We shall achieve this through

- Implementing required policies and procedures

- Ensuring appropriate training for our staff
- School assemblies and special events
- Our curriculum and interaction with all members of our school community
- Our communications, website and publications
- Our ethos and values
- Appropriate oversight by school leaders and Governors
- Our identified school objectives

**Adopted by the Governors: October 2024**

## Equality Objectives 2024 -2027

| Objective  | Success Criteria  | Actions and Persons responsible  | Timescale and monitoring  |
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| <p><b>1. To ensure that boys achieve the high levels of progress achieved by girls in reference to reading and writing</b></p> | <p>(a) That boys make the same high levels of progress in reading and writing as measured by National Performance tables.</p> <p>(b) That boys become fluent readers and confident writers and at transition to secondary school they achieve appropriate levels of progress and achievement.</p> <p>(c) The gap in terms of progress and achievement in literacy skills between boys and girls is no longer apparent</p> | <p>(a) There is an increased awareness amongst staff and parents of the need to raise literacy skills in boys to achieve progress in line with girls.</p> <p>(b) Appropriate resources are provided to further engage boys in the development of reading skills – to include digital learning opportunities and specific catch up opportunities to ensure boys are reading more at home</p> <p>(c) Increased opportunities for parents to improve their skills in encouraging boys’ reading at home.</p> | <p>In line with whole school planning, pupil premium strategy and identified areas for improvement. The progress of boys’ literacy skills will be <b>monitored termly by means of NFER and other national standardized tests</b> and by <b>close analysis of teacher assessments.</b></p> <p>Formal monitoring points in the first instance will be: <b>November 24, March 2025 and June 2025</b></p> <p>Information will be included in reports to the governing body.</p> |

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|  |  | Responsibility will lie with the lead practitioner for English. All classroom teachers, Senior Leaders and parents  |  |
| <b>2. To initially further raise and then sustain staff awareness of the importance of ensuring equality of opportunity for all members of the school community.</b> | <p>(a) To further raise staff awareness in order that all staff and governors are aware of their responsibilities under the Equalities Act 2010.</p> <p>(b) For that awareness to be manifested in all areas of school life including interactions between adults and between adults and children and between all children.</p> <p>(c) That the school's mission of togetherness in all we do is demonstrated in practice across the school community.</p> | <p>(a) An initial whole staff training session – followed by an annual update.</p> <p>(b) The capturing of events, curriculum opportunities and individual actions by means of school assembly celebrations and regular pupil awards. Recognition of staff actions and initiatives through staff briefings and reports to governors.</p> <p>(d) The implementation of a termly calendar of whole school events to focus on the mission statement and enable</p> | <p>Monitoring will be by <b>termly reports to governors</b> and by the establishment of a means of capturing <b>feedback from parents, pupils and staff.</b> Also by the use of feedback <b>questionnaires</b> by all members of the school community.</p> <p>Responsibility for implementation and monitoring will lie initially with the SLT and then all staff and governors.</p> |

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|   |  | opportunities to share awareness of the relevant protected characteristics   |   |
| <b>3. To ensure that all pupils are more aware of the ethnic and cultural backgrounds of pupils in other areas of our local community and to broaden their experience of other cultures across the world.</b> | <p>(a) That any examples of racist or homophobic acts are reduced to nil.</p> <p>(b) That pupils have an increased awareness of the different races and cultural backgrounds which form our school community.</p> <p>(c) That pupils are more aware of the impact of sensory or physical disability on the lives of others in their local and the wider community.</p> | <p>(a) By the use of appropriate programmes pupils are made aware on any inherent prejudices they may exhibit and of the importance of treating all other pupils and adults with mutual respect and understanding.</p> <p>Also that a log is maintained (on CPOMs) regarding any possible examples of inappropriate racist or homophobic behaviours and how they are robustly and fairly dealt with.</p> | <p>Monitoring will be by termly reports to governors and evidence will be gathered by feedback questionnaires, the analysis of incident and information gathered.</p> <p>Implementation and strategy planning will initially be the responsibility of the SLT and then by teaching and support staff.</p> |

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|  |  | <p>(b) By the continuing development of cultural awareness events though food, art, dance and music pupils, parents and staff will gained an increased knowledge of the cultural diversity of our school</p> <p>(c) A termly programme of awareness raising though assemblies, curriculum opportunities and visits by relevant bodies will be implemented to continue to extend understanding of the lives of those with sensory or physical disabilities.</p> |  |
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Progress against the above objectives will be monitored termly by reports to Governors and will be formally reviewed annually over the next four years. The timescale and procedures for monitoring the objectives may be amended in the light of new guidance or changes to relevant legislation.

October 2024