

“A cord of three strands is not easily broken”

Ecclesiastes 4:12



Weeting Primary School Equality Statement



Date written: August 2025

Due for review: August 2028



As outlined in the Equality act 2010, schools have a duty to publish a statement which covers the general and specific duties outlined in the act.

General and specific duties

The Act covers all aspects of a school's work and establishes nine strands or protected characteristics related to:

- Age
- Disability
- Ethnicity and race
- Gender
- Gender identity and transgender
- Marriage and civil partnership
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual identity and orientation

The general duty (also known as the public sector equality duty) requires all schools to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and person who do not share it.

Equality Objectives

In order to further support children, raise standards and ensure inclusive teaching, we have set the following objectives:

- To promote equality and diversity through spiritual, moral, social and cultural development through curricular and enrichment opportunities.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.
- To narrow the gap between vulnerable learners' attainment in all areas compared with national figures.
- To promote cultural development and understanding through a rich range of experiences both in, and beyond, the school.
- To promote a positive self image in all children and to respect their individuality.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- To tackle prejudice and promote understanding in relation to people with disabilities.

Statement of Due Regard

Data

- School data is analysed termly to track the progress and attainment of pupils by year group, ethnicity, gender and special educational need.
- School data is used to set objectives for achievable and measurable improvements for all groups of children.

Documentation and Record Keeping

- The statement regarding the school's responsibilities under the Equality Act 2010 is contained in a variety of schools documents including policies, the Academy Development Plan and website.
- There are references to the school's responsibilities under the Equality Act 2010 in the minutes of a variety of meetings including Model B Governance, staff and parent and community forums.
- When implementing new policies or measures the school evaluates the potential impact upon equalities and records the judgements that are made.

Responsibilities

- The headteacher has responsibility for equalities' matters regarding the school, including the school's wraparound provision.

Staffing

- The school's programme for professional development for all staff includes reference to equalities' matters.
- Recruitment and promotion of all staff includes good equal opportunities practice.

Behaviour and Safety

- Prejudice related bullying and incidents are dealt with in line with school and DEMAT procedures.
- Pupil questionnaires and PSHE activities are undertaken regularly to ensure that pupils feel safe from all forms of bullying.

Curriculum

- Extra or adapted provision is made available for the needs of specific pupils as appropriate.
- Curriculum coverage includes equalities' issues, particularly in regard to tackling prejudice and promoting community cohesion and mutual understanding. This includes our school enrichment offer and collective worship content.
- Across the curriculum there are activities that promote pupils' spiritual, moral, social and cultural development, and British Values.
- Curriculum materials clearly show positive images of disabled people, of both women and men in non stereotypical gender roles, and of people from a wide range of ethnic, religious and cultural backgrounds.

Consultation, Involvement and Engagement

- The school has procedures for consulting and involving families, and engaging with local groups and organisations and has regard in these for the concerns and requirements of the Equality Act 2010.
- Questionnaires and PSHE activities are undertaken to evaluate how all groups of pupils think and feel about the school and has regard in these for the concerns and requirements of the Equality Act 2010.