



We Dream Big; We
Believe We Can; We
Achieve Excellence.

Equality objectives

2025-2027



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Willerby Carr Lane Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 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 and believes that all pupils have the right to the best education we can provide, with access to the full range of educational activities and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.



Legislation and guidance

- This document meets the requirements under the following legislation:
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 - The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
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 - 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
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- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Roles and responsibilities

The governing body

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
- 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
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

The headteacher

The headteacher is responsible for:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors





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 governor’s 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 every year.
- The Headteacher is responsible for monitoring equality issues with the Chair of governors. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 (e.g. enabling Muslim pupils to pray at prescribed times)
- 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





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
- 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
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

Willerby Carr Lane ensures it has due regard to equality considerations whenever significant decisions are made.

We always consider 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





Equality Objectives

Objective 1 Increase the involvement of pupils in the extra-curricular life of school, including leadership opportunities, access to sport, music and the arts.

How this will be achieved?

- On-going development and implementation of our Pupil Premium Strategy so that all pupils can access school trips, extra-curricular activities and music lessons.
- Ensure that children with special educational needs are expertly supported so that they can access school trips and learning outside of the classroom.
- Increase the number of leadership opportunities that all children can get involved in within school.

Objective 2 To recognise and promote all aspects of inclusion, diversity and equality through the school's ethos, vision and values and curriculum.

How this will be achieved?

- School works towards achieving the Inclusion Quality Mark.
- Inclusion, diversity and equality are evident in the school website, vision and communication.
- Books read as whole class texts and in reading corners are diverse and share positive messages about inclusion.
- School facilitates training for all staff in supporting children with SEND.
- Increase support for children with social, emotional and mental health needs.

Objective 3 To ensure that all children can talk knowledgeably about British values and provide opportunities for them to ensure that they are lived out in school life.

How this will be achieved?

- British values are taught in whole school assemblies, class assemblies and PSHE.
- Monitoring of the curriculum.
- Pupil voice helps to identify any gaps in learning which can then be addressed through additional teaching.
- Displays around the school teach children about British Values and share children's learning

Objective 4 Equip staff and pupils to discuss, challenge and prevent bullying and discrimination and challenge inappropriate statements and actions.

How this will be achieved?

- Ensure that the PSHE curriculum and staff training provides opportunities for staff and pupils to learn about challenging and preventing discrimination and stereotyping.
- Monitoring of and response to incidents on CPOMs to ensure that any discrimination is identified and acted upon accordingly.
- School council developed to include designing and monitoring initiatives such as MH week, Anti-bullying week, inclusion week.





Linked policies:

Child Protection and Safeguarding Policy, Behaviour Policy

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