

Wickham Common



Wickham Common
Primary School



MOSAIC
SCHOOLS LEARNING TRUST

EQUALITY, DIVERSITY AND INCLUSION STATEMENT AND OBJECTIVES

At Wickham Common, we place equality, diversity, and human rights at the heart of our school community.

We are committed to equal opportunity for all, free from discrimination and prejudice. We promote a sense of belonging for all our families and staff and inspire children to reflect on what it means to contribute positively to the wider community.

Staff responsible:	Rebecca Williams
Date:	November 2025 - 2028
Date of next review:	November 2026

SUMMARY OF CHANGES

Date	Changes
January 2023	New format Updated key personnel Objectives broken down
January 2024	Addition of points in Roles & Responsibilities Addition of pupils' roles - will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute. Addition of Equality Impact Assessment for Equality Objectives 2022-2023 New objectives
September 2024	Review for 2023-2024 Next steps added Monitoring amended to be in line with MOSAIC
July 2025	Discussion of objectives and progress. New Targets Set for 3 years

Equality Information and Objectives.

Wickham Common aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination 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 it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- Children are permitted to be withdrawn from Sex Education only and must request in writing to the head teacher.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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](#).

Roles and Responsibilities

The chair of Governors is Mr Johnny Cleary

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher.

The equality link governor is Karen Williams. She will:

- o Meet with the designated member of staff for equality a minimum of once a year, alongside other relevant staff members, to discuss any issues and how these are being addressed
- o Ensure these staff are familiar with all relevant legislation and the contents of this document
- o Attend appropriate equality and diversity training
- o Report back to the full governing board

The head teacher is Rebecca Williams. The Head Teacher will:

- Promote knowledge and understanding of the equalities objectives amongst staff and pupils.
- Monitor success in achieving the objectives with the EDI Team
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- Meet with parents/carers to discuss issues or concerns regarding the delivery of British Values through the curriculum

The designated member of staff for equality is Rachel Harris. She will:

- Support the Head Teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupil.
- Support the Head Teacher and SLT in identifying any staff training needs and deliver training as necessary
- Meet with the Equality Governor, a minimum of once a year
- Work with all stakeholders to promote equality
- Attend an EDI Parent Forum a minimum of once a year
- Review the Equality statements yearly and update at least once every four years

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in this policy.

Eliminating discrimination

Wickham Common are aware of their 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The schools have designated members of staff for monitoring equality issues. Currently, this is Rebecca Williams. Reporting responsibilities are led by the designated member of staff: Rachel Harris alongside the link governor, Karen Williams.

Advancing equality of opportunity.

As set out in the DFE guidance on the Equality Act, the schools aim to advance the equality of opportunity between people who shared a protected characteristics and people who do not share it by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic, or range of characteristics, they have.
- Taking steps to meet the particular needs of people who have a particular characteristic, or range of characteristics.
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the schools will:

- Analyse incident and performance data to determine strengths and areas for improvement and implement actions.
- Provide resourced and/or equipment for an individual as applicable.
- Publish attainment data each academic year showing how pupils with different characteristics are performing and make evidence available identifying improvements for specific groups
- Use information from surveys to support staff and pupils

Fostering good relations

The schools' aim 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 World Views, citizenship, personal, social, health and economic (PSHE) education, and RSE (Relationship and Sex Education) but also activities in other curriculum areas. For example, as part of teaching and learning across the curriculum, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues and challenges. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute across the range of protected characteristics.
- Working with our local and wider community. This includes inviting leaders of local faith groups to speak at assemblies; raising awareness of neurodiversity through visitors and organising school trips and activities based around the local and wider community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our pupil leaders have representations from different year groups and are formed of pupils from a range of backgrounds and representations.

- Encouraged all pupils to participate in the schools' activities, such as extra-curricular clubs and enrichment activities.

Equality considerations in decision-making

Wickham Common ensure that they have due regard to equality considerations whenever significant decisions are made.

The schools always consider the impact of significant decisions on particular groups.

Equality Impact Assessment for Equality Objectives 2024-2025

Equality Objective	Actions	Who will be involved	Timescale	Success Criteria
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	Policies to continue to reflect the inclusivity aims	Policy Lead SLT	At each review date	All publications apply inclusive language can help to promote and embed equality, diversity and inclusion aims
To reduce the incidence of the use of discriminatory language and prejudice-based bullying. To ensure the consistent recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying.	Ongoing training for discrimination, equality, restorative justice, appropriate use of language and unconscious bias. Training on recording. Review of data logged with early intervention for those groups identified in data. Staff and student representatives for Agents for Change and Pupil Parliament model positive behaviours and deliver assemblies to peers. Parents and Carers invited to join the EDI Forum.	SLT Lead EDI member of staff All staff Inclusion and Wellbeing Lead	Ongoing Termly updates	Publications acknowledge diversity and conveys respect to all people. Publications proactively include welcoming words, phrases and expressions. Recording and actions are consistent in line with training. All stakeholders' views are considered in the organisation of inclusivity.
November 2025				
Publications have been checked with the governors and continue to be reviewed against legislation at review and monitoring periods.				
Enrichment attendance are monitored across all groups.				
Recording of incidents has developed and all staff are aware of the need to record and share any prejudiced based incidents. Staff have been trained and share their learning to promote all characteristics amongst pupils.				

Advance equality of opportunity between people who share a protected characteristic and those who do not.	Remove or reduce the disadvantage that children with protected characteristic face by taking steps to meet their specific needs.			Data shows an increase in academic attainment for KS data A rise in attendance and in extracurricular sessions
To actively close gaps in attainment, achievement and engagement between students and particular groups e.g SEND, Disadvantaged, CLA, young carers, and students from minority ethnic groups.	Analyse data for different groups of children. Create interventions to support children in achievement. Track and monitor specific attendance in groups and the impact. PPR outcomes EAL Assessment to be developed	All staff	Termly End of KS data	Data tracked by the Enrichment and Inclusion Leads.
To promote the involvement of all groups of students in the extra-curricular experiences. To ensure accessibility across the school for students, staff and visitors for all abilities	Links to the Accessibility Plan. Decisions made with access in mind.	Site Team Inclusion Leads	Termly Ongoing	Accessibility Plan completed and reviewed
Disadvantaged pupils' data is an area of continued development and a new target has been set. Accessibility Plans have been reviewed and are successful for pupils.				
Each school has a nominated EAL Lead who will attend the LA EAL Forum at least annually.				
A Young Carer Champion has been set up for each school with children meeting termly to develop tools to enhance their emotional wellbeing.				
Supporting all families for communicative access has been increased with curriculum meeting translators with the use of IT. Double parent meeting time is given to families with additional communication requirements.				

Accessibility has been reviewed by the LA and Mosaic, ensuring children and carers with mobility needs have access to all areas of the school.

<p>Foster good relations between people who share a protected characteristic and those who do not.</p>	<p>Value and celebrate cultures and religious beliefs amongst different ethnic groups within the school community.</p>	<p>All Staff</p>		<p>SMSC and British Values explicit within the curriculum and for all year groups.</p>
<p>To ensure every child feels seen regarding their ethnicity, religion and /or particular need and that each area is represented by providing diverse role-models with visiting speakers</p>	<p>Class lists for religious groups to ensure all children are greeted when major festivals are celebrated.</p> <p>Adaptations for all for religious festivals (e.g. fasting).</p> <p>The school calendar and assembly rotas include faiths recorded for the school community.</p> <p>The school calendar shows an awareness of major festivals.</p>	<p>All staff EDI Leads RE Leads</p>	<p>Ongoing</p>	<p>A Wellbeing Curriculum is in place, and celebrations reflect the school community while also exposing children to diverse world views and cultural traditions.</p>

<p>To promote cultural diversity understanding and awareness, valuing and celebrating community cultures and religious beliefs (including non-belief) amongst different ethnic groups within our school community.</p> <p>To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics enabling our children to see and be seen.</p>	<p>All protected characteristics actively portrayed in teaching and texts.</p>	<p>Subject Leads EDI lead Reading Lead RE Leads</p>	<p>Yearly and Termly</p>	<p>Ongoing promotion of protected characteristics within class whole texts and across the curriculum and free choice texts.</p> <p>Wellbeing questionnaire samples and PHSE.</p> <p>Assessment monitor the impact on children.</p> <p>Learning and texts are covered through the curriculum.</p> <p>Display/question board at both schools linked to EDI.</p> <p>Assemblies are planned to promote the protected characteristics.</p>
<p>Visitors and curriculum has been regularly reviewed to ensure all religious beliefs and non-belief are delivered with authenticity. World Views has been reviewed and shared at the EDI Parent Forum in July 25.</p>				
<p>Ensure that every child feels a sense of belonging and each child's uniqueness is seen and fostered in the school community.</p>	<p>Teaching of protected characteristics, linked to the school drivers and values to British Values is interwoven in the school community. This is delivered through the curriculum with discussion, texts, visitors, trips and assemblies.</p>	<p>All Staff</p>	<p>Ongoing</p>	<p>In PSHE and Relationship Education children are taught to celebrate differences from an early age.</p> <p>Children are taught to be tolerant and kind to all, developing their citizenship skills for life.</p>
<p>A wellbeing curriculum linking the School Drivers, Values and British Values is published on the website.</p> <p>There is a progression document for the School Values from EYFS – Year 6.</p> <p>Values are promoted weekly in school and in the newsletter.</p> <p>Values are linked to achievement awards.</p>				

Equality Objectives 2025/26 – 2029/30

Equality Objective	Desired Outcomes
To train staff on how to respond effectively to prejudice-related bullying	All staff will feel confident in responding effectively to prejudice-related bullying, as shown in an annual staff survey.
To increase the percentage of disadvantaged pupils in Key Stage (KS)2 achieving at least the expected standard in reading and maths	By the end of the 2029 academic year, the percentage of disadvantaged pupils in KS2 achieving at least the expected standard in maths will increase 6% from July 2025 each year.
To narrow the gap in attendance rates between children with SEND and other children in the school	The attendance rates of children with SEND will improve year-on-year to meet a 95% target by the end of the academic year 2029.
To support staff members experiencing peri-menopause or menopause symptoms and to promote the mental health and wellbeing of all employees, taking into account their individual circumstances.	To work with individual staff members to discuss and create a plan to ensure they are comfortable in the workspace. To nominate a member of staff who is responsible to meet, plan and monitor menopause plans.

Monitoring Arrangements

The EDI Lead, with the support of the Head Teacher, will update the equality information we publish at least every 3 years from monitoring data and recorded incidents.

The EDI Lead will report back to the Trust EDI Committee termly.

The Objectives are reviewed in collaboration with all stakeholders.