

Woodlands Primary School



Public Sector Equality Duty Policy 2022-23

This policy has been developed within the spirit and context of our Mission Statement and School Values

Status:	Current	
Date Adopted by Governing body:	January 2023	
Ratified by Governing Body:	23 rd January 2023	
Updated by Matthew Kitley	January 2023	
Review by Governing Body:	September 2023	annual

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any 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

What is the Public Sector Equality Duty (the PSED)?

The Public Sector Equality Duty requires public bodies to promote equality. The relevant protected characteristics are-

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At Woodlands, we fundamentally believe that it is the right of every person to be treated with equal dignity and respect which is integral to our inclusive school ethos and underpins all that we do. All are welcome here.

We acknowledge that equality is not necessarily about treating all pupils in an identical way. It is about treating everyone fairly and developing different strategies to meet the various needs of pupils.

We are mindful of the need to equip our Woodlands children with a global perspective and to ensure they have an appreciation and understanding of the diversity of the wider world and the needs of the people within it.

When creating a new policy, taking an action or making a decision, we now strive to keep these questions in mind *(as advised by the Equality Commission)*:

1. Does this remove or reduce disadvantages suffered by pupils with particular protected characteristics?
2. Will this affect different groups of pupils differently? If “yes”, what will we do to make sure nobody is disadvantaged?
3. Is there any way we can encourage these groups of pupils to become more involved with the school or create opportunities for them that they wouldn’t otherwise enjoy?

Central to a commitment to fulfil our responsibility is a recognition that all groups with protected characteristics fall within the human race as a whole and therefore have equal status and equal rights.

As a result, we believe that success can be achieved by realising the uniqueness of individuals and creating a sense of belonging. As far as we possibly can, we ensure that we have a prejudice-free environment where no one will discriminate against, harass or victimise any member of our community for any reason linked to their individual characteristics, circumstances or beliefs.

2. 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](#).

Roles and responsibilities

Our governors 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
- Monitor, review and evaluate the effect and impact of these (at least every four years)
- Ensure that the equality information and objectives are explicit in our policies and procedures
- Seek solutions to address physical or environmental barriers that get in the way of equality and inclusion
- Liaise closely with the headteacher, delegating responsibility to him for the day to day implementation of policies and procedures and for monitoring their effectiveness

Our Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff, pupils and parents
- Monitor the effectiveness of the curriculum in promoting equality and tackling inequality in order to encourage and develop learners who are understanding, accepting, tolerant, respectful and inclusive of others
- Ensure good support systems, including staffing, are in place for cohorts, groups or individuals in order to ensure that everyone has the potential to achieve highly
- Monitor and evaluate the attainment and progress of cohorts, groups and individuals and support mechanisms and strategies to address underperformance or vulnerability
- Ensure all pupils have equal access to wider school activities such as clubs, visits and residential trips

Our SENCO/SMSC/RSHE Leaders will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

Our class-based staff will:

- Promote a warm culture of mutual trust and support where everyone feels valued, comfortable and listened to in all aspects of school life, including when sharing any concerns or worries, no matter how small
- Build, maintain and model positive relationships and a strong sense of community
- Teach a fair and balanced curriculum that challenges knowledge and promotes understanding
- Support every individual to achieve highly and progress well from their individual starting points
- Work effectively with a range of people who support our children e.g. parents, medical colleagues and education support staff, to maximize potential and to overcome barriers to progress

Our whole staff team will:

- Lead and model by example
- Promote equality and inclusivity
- Liaise effectively with external agencies e.g. counselling services, medical professionals and education support services

Our pupils will:

- Be explicitly taught about tolerance, inclusion, understanding themselves and others, discrimination, prejudice and stereotypes-age and stage appropriately- through our PSHE education/ RSHE provision:

Health and wellbeing: Ourselves, changing and growing:

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

Relationships: Families & close positive relationships

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

Friendships

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

Managing hurtful behavior and bullying

R21. about discrimination: what it means and how to challenge it

Respecting self and others

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Living in the wider world: Shared responsibilities

L2. to recognise there are human rights, that are there to protect everyone

Communities

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

7. to recognise their individuality and personal qualities

(PSHE Association Programme of Work)

- Be encouraged, supported and praised for:
 - understanding each other's needs, sharing and valuing similarities and respecting and celebrating any differences
 - including others and creating a sense of welcome and belonging in their class and school communities
 - establishing and maintaining healthy and rewarding relationships

- standing up for each other if there is any unkindness or disrespect shown
- developing social awareness and demonstrating values and attributes such as empathy, compassion and respect for others' backgrounds, cultures and experiences

3. 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.

4. 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 which are connected to a particular characteristic they have (e.g. pupils or staff with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 activities)

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

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic language being used)

5. How does Woodlands comply with the Public Sector Equality Duty?

The school has a range of policies which make explicit the school's long established commitment to actively promoting equality of opportunity for all. The main policies that deal with equality of opportunity are:

- British Values/ SMSC policy
- Accessibility plan
- Equality policy
- SEND policy
- Positive Relationships & Behaviour Policy and Anti-Bullying policy
- Relationships Sex & Health Education (RSHE) policy
- Religious Education policy
- Curriculum 2022-23 Intent, Implementation, Drivers and Principles
- Child on Child Abuse Policy

Woodlands prides itself on being an inclusive school that cares for every individual child.

In doing so, we promote and deliver a range of strategies to ensure that we comply to the Public Sector Equality Duty.

Some of these include:

- Promoting the rights of each individual as outlined in the United Nations Charter through our :
 - ethos, vision and values
 - Child Protection statement
 - Positive Relationships and Behaviour Policy
 - Curriculum content
- Promoting tolerance, mutual respect, individual liberty, and understanding by:
 - actively exploring and promoting British Values
 - through living out our values at Woodlands: Aspiration, Community, Kindness, Respect and Resilience
 - engaging inter-active displays e.g. our vocabulary enrichment display focused on uniqueness, uniformity

and diversity and visual conundrums e.g. What do you see? (duck, rabbit, something else entirely?)

- prominently displayed “Educate against Hate” posters

-exploring and responding to a range of meaningful texts which focus on these issues and reflect a diverse world view e.g. “Hidden figures”

-our bespoke “Points of View” sessions in which we agree, build and/or respectfully challenge differing viewpoints

-finding out about and celebrating inspiring figures e.g. Rosa Parks and Emily Davidson

-visiting places of worship

-world religion class assemblies

-celebrating a range of religious festivals

-working with the community by inviting in leaders of local faith groups to speak in assemblies

-multi-cultural texts which are regularly shared

- scientists, historians, artists, poets, engineers and designers who represent the protected characteristics will be embedded within the updated curriculum

- Disability awareness assemblies e.g. Paralympic swimmer Ellie Simmonds and the “Yes I can” celebratory Paralympian 2016 videoclip
- Ramp and access to the school premise and building e.g. the entrance opposite the Hall doors.
- Charitable support and fundraising
- Supporting all staff and children to reach their potential
- Interventions to maximise the progress of all groups of children
- Encouraging children who have a particular characteristic to participate fully in all activities e.g. after school clubs, sport clubs, choir, History Club
- **Our very own “11 by 11” Enrichment Passport for every child - building cultural capital- activities with meaningful outcomes**
- Curriculum trips that meet the needs of all children
- Active promotion of the Woodlands Positive Relationships and Behaviour policy
- Active promotion of the Woodlands Anti-bullying policy
- Links with the local police force; supporting our work with groups of children, and working with our community.
- Service level agreement with a counselling service (Relate Counselling).
- Service level agreement with Play therapy
- Pupil participation in school activities such as the School Council; ensuring that it is formed of pupils from a range of backgrounds and differing needs

6. Equality objective (2021-2025)

Under the Public Sector Equality Duty (PSED) the school is required to set Equality Objectives.

Our published information must be updated annually and objectives published at least once every four years.

SMART EQUALITY OBJECTIVE

1st September 2021 – 31st July 2025

To address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.

Specific That specific mental health difficulties can impact on children now and in their adult life. Increase awareness of health and wellbeing and promoting resilience within our pupils.

Measurable Young people’s attitudes will change and be positive, building up their resilience. Data of vulnerable pupils is analysed e.g. through the INSIGHT tracking system.

All stakeholders are involved in regular reviews of mental health issues and concerns.

Attainable Link through:

PSHE education/ RSHE, Circle Time, British Values lessons, Online Safety, Anti-bullying workshops/assemblies, Mental Health Week, school assemblies to address issues

Pupils who are vulnerable contribute to school groups e.g. School Council, After-School Clubs, Ukulele, Healthy Cookery Club, History Club, Key Stage 2 Choir, a wide variety of Sports Clubs, ELSA drop-in groups.

CPD mental health training for relevant staff (including the school ELSA) led by the Mental Health Lead and PSHE Education Lead will continue to be shared with all staff.

The School Relate Counsellor is available for children whom we have concerns about.

School ELSA and Thrive support is available for children who need additional support.

Each class has a Thrive action plan with set targets which are monitored and reviewed.

Relevant The target is of importance to us as a school because we want our pupils to be resilient, happy and have good mental health because these impact strongly on attainment and achievement and we care deeply about all of our children. We want them to leave our school prepared for their next journey with a positive way of thinking and having the necessary skills to help them live their lives to the fullest and to be kind and responsible members of their communities.

Time-Bound Pupils to have opportunities to talk and reflect- on-going all the time
Staff to attend CPD on mental health and to feedback during the next 4 years

We will review this Objective annually during the four-year period, and evaluate the effectiveness of this system.

Woodlands Primary to continue to implement the Thrive Programme.

The Headteacher to complete Mental Health Leader Training.

All staff to have access to Creative Education Online Training.

This Equality Objective will be achieved at the end of the four year period at which time it will be reviewed and renewed.