



Woolden Hill
Primary School
Achieving Success, Creating Futures Together

Woolden Hill Public Sector Equality Duty (PSED) Statement

Approved by:	Sarah Sadler	Date: 08.05.19
Last reviewed on:	08.05.19	
Next review due by:	May 2020	

Rationale:

Woolden Hill Primary School will abide by the provisions of the Equality Act 2010 and has developed this Equality Statement to help us meet our Public Sector Equality Duty under the Equality Act 2010. The Equality Duty makes sure public bodies play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

Woolden Hill Equality Aims:

At Woolden Hill Primary School, we aim to eliminate discrimination, advance equality and foster good relationships. We value and appreciate the diversity of people's backgrounds and circumstances and we expect that discrimination is understood by all members of the community to be completely unacceptable. Due regard to PSED is given when developing and reviewing all school policies.

We have carefully considered and analysed the impact school policies have on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the PSED requirement.

Decision makers in schools are aware of the duty to have "due regard" when making a decision or taking an action and assess whether there are implications for people with particular protected characteristics.

The PSED is integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.

The Equality Act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly.

They are:

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

General Duties:

The Equality Duty has two parts: the general duty and the specific duties.

The general duty requires Woolden Hill Primary School to consider how our policies, practices and day-to-day activities impact on pupils, staff and stakeholders. We have due regard in the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act.
- 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 those who do not share it.

Specific Duties:

Specific duties require us to publish information (Equality Analysis) to show how we are complying with the Equality Duty which will be updated annually. We will also prepare and publish Equality Objectives. We will publish objectives at least once every four years.

Woolden Hill Equality Objectives:

At Woolden Hill Primary School we understand that PSED applies to all aspects of school life including how the school treats its students and prospective and former students and their parents and carers; how it treats its employees and how it treats members of the local community. Furthermore, we will not discriminate because of the characteristics of another person, such as a parent or partner.

We actively seek to understand and promote equality in the context of our wider community, and we refer to local and national contexts when we review what we do. We also seek views from our students, partner schools and agencies, parents and carers, staff and groups in our local community.

Our Inclusion policy adheres to the Equality Act 2010 and extends to the protected characteristics it defines.

We recognise that it is important at Woolden Hill Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self-esteem
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians
- The school views linguistic diversity positively. Students and staff must feel that their natural language is valued
- Language used in documents will reflect and promote equal opportunities and font style and size will account for the full range of readers. Access to documentation in alternative formats such as large print and languages other than English will be provided when requested. Parents are consulted on their child's entry to school whether the parents have specific access needs.

The following Equality objectives were selected following a review of findings from stakeholders and school data.

Woolden Hill Primary 2018-2019 contextual information:

- The school is a smaller than average-sized primary school – 196 pupils on roll.
- The percentage of pupils who attend the school and are out of catchment stands at 43% with 10% of pupils attending from a city school catchment area.
- Currently, 43% of our pupils are in the top 30% IDACI index rating.
- The proportion of pupils who have special educational needs is 14% (slightly higher than National). However, some classes are much higher than the National, such as the current Y5 class (16.7% compared to 13.8% nationally) and Year 2 with 25% SEND needs.
- The proportion of disadvantaged pupils, for whom the school receives the pupil premium, is 22%, with some year groups have a large proportion of pupils with PPG eligibility (Year 6 at 38%).

- The pupils are predominantly from White British backgrounds, with 3% from a range of minority ethnic groups.
- Attendance figures for 2018-2019 currently stands at 96% and 94% for Pupil Premium Pupils.

Specific objectives will last for 4 years but progress will be reviewed every 12 months:

By July 2022, the gender gap in phonics pass rates will have closed; boys performing in line with girls and both groups performing in line with National.

By July 2022, the progress and attainment of disadvantaged pupils (those eligible for Pupil Premium Funding) will be in line with others nationally

By July 2022, to improve the intervention provision to ensure that it has rapid impact for pupils, particularly those with SEND and those capable of reaching Greater Depth Standard. These pupils will make at least expected progress and reach their full potential.

By July 2022 to improve understanding and tolerance of other faiths, cultural background or race in school, through a planned programme in PHSE and Character Based curriculum.