

## **Equality Information and Equality Objectives**

### **Woodhouse Community Primary School**



### **Equality Act 2010 Woodhouse Community Primary Schools' provision of the public sector equality duty**

**Date: 25<sup>th</sup> September 2019**

We in Woodhouse Community Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the 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 persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the school's provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

### **Equality Information:**

We maintain confidentiality and work to data protection principles. We publish information in a way so that **no pupil or staff member** can be identified.

Our staff number profile is so small that we will not publish this to help ensure this data as to not make anyone identifiable

**Pupils:**

Age	We have pupils aged from 2 to 11 years old in our school.
Disability	Our numbers are so small it would not be appropriate to publish this information We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	Our pupil profile comprises mainly of White British. Other ethnicities in our profile are: Any other White background, White Asian and Gypsy/Roma.
EAL (English as an Additional Language)	The languages spoken within our pupil profile are: English, Polish
Religion and Belief / no belief	74% of pupils gave information Our pupil profile comprises: Christian, Methodist, No religion.
SEND	43 pupils identified with a Special Educational Need.
Sex – male/female	52% female 48% male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	69% pupils eligible for Pupil Premium

**We will update our equality information at least annually and publish on the school website.**

### **Equality Objectives 2019 – 2023**

Our equality objectives are:

1. To further develop and further build upon children's knowledge and understanding of equality of opportunities in relation to gender and the world of work, supported by Article 29 of the Convention of the Rights of the Child. 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'
2. To increase staff's understanding of equality and its implications within our setting, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.

**We will update our equality objectives every four years and publish them on our school website.**

**We will review progress on these objectives annually and this paperwork will be held within school.**

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

*'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.'*

Though the Act refers to 'race', the use of ethnic/ cultural origin, background or heritage is often more appropriate

**Headteacher:** *Rachael Smith*

**Chair of Governors:** *V. Hindmarch*

**Date:** **September 2019**