



# WOODSTON PRIMARY SCHOOL

## Public Sector Equality Duty Statement

### 1 Introduction

1.1 This document describes how the Governing Body of Woodston Primary School intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the school's plans for improvement and information will be published on the school website.

1.2 We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, 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; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

1.3 The Department for Education (DfE) has published non-statutory advice that sets out schools' obligations under the PSED.

Paragraph 5.1 explains that the PSED extends to the following protected characteristics:

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

1.4 We will collect and use equality information to help us to:

#### Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether we are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our school.

#### Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.

- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

1.5 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

## 2. Publication of Equality Information

2.1 We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

### Appendices:

Appendix 1: Staffing Compliment for Woodston Primary School 2020-2021

Appendix 2: Objectives for 2017 -2021

Signed

*Richard Waterman*

Mr Richard Waterman  
Chair of Governors  
Date: Autumn 2020

Signed

*J Mitchell*

Mrs Jacki Mitchell  
Headteacher  
Date: Autumn 2020

## Appendix 1

### Staffing Compliment for Woodston Primary School 2020-2021

	Male	Female	WBRI	AOMB	Disability
Full Time	3	17	19	1	0
Part Time	6	49	39	16	1

### Recruitment, Promotion, Performance Pay and Training

	Male	Female	WBRI	AOMB	Disability
Promoted Internally	0	3	3	0	0
Recruited	2	8	5	5	0
Performance Pay Awarded	1	6	7	0	0
Training Courses	3	17	18	2	1

### Salary

	Male	Female	WBRI	AOMB	Disability
Up to £19k	5	43	32	16	1
£20k-£29k	1	10	11	0	0
£30k-£39k	1	10	10	1	0
£40k-£49k	1	2	3	0	0
£50k-£59k	1	0	1	0	0
£60k+	0	1	1	0	0

### Grievances, Disciplinary Action and Complaints of Harassment

	Male	Female	WBRI	AOMB	Disability
Grievances	0	0	0	0	0
Disciplinary Action	0	0	0	0	0
Harassment	0	0	0	0	0

### Pregnancy, Maternity and Paternity Leave and Family Issues

	Male	Female	WBRI	AOMB	Disability
Maternity/Paternity Leave Taken	0	0	0	0	0
Number of disputes arising within the last 3 years	0	0	0	0	0

Objectives for 2017 -2021 are:

	Actions	Evidence	Involvement
<p><b>1. To improve the knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities.</b></p>	<ul style="list-style-type: none"> <li>• To establish greater links with the wider school community to further support the pupils' understanding of different faith groups i.e. visits to religious buildings (programme of visits) and visits from different speakers.</li> <li>• To involve stakeholder groups to ensure that all members of the school community have input e.g. pupil body to review existing provision and identify ways to move forward alongside relevant Curriculum Leads.</li> </ul>	<p>Minutes of meetings Action plan evident with measurable targets Stakeholders are aware of vision and values</p>	<p>PSHE Lead SMSC lead/Inclusion lead RE Lead Parent reps Governors</p>
<p><b>2. To reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act</b></p>	<ul style="list-style-type: none"> <li>• T's track progress of specific groups of pupils each term.</li> <li>• Inclusion lead/Subject leaders and phase leaders oversee process and engage in pupil progress meetings to ensure groups meet targets, interventions are implemented and impact is evaluated.</li> </ul>	<p>Target groups make agreed progress in core subjects each year. Comparisons between groups identify where inequalities in attainment need specific intervention. Impact of interventions evaluations.</p>	<p>Assessment lead, Inclusion lead Phase and subject leads, All T's All TA's</p>

<p><b>3. To ensure that the participation and engagement of different groups of pupils is representative across all school activities.</b></p>	<ul style="list-style-type: none"> <li>• Monitor the participation of all groups of pupils with attending clubs/extra-curricular opportunities.</li> <li>• Conduct pupil voice surveys to ascertain the views of vulnerable pupils regarding provision.</li> <li>• Monitor the incidents of behaviour/prejudice related incidents to ascertain whether there are any trends/patterns.</li> </ul>	<p>Review and evaluation of provision Outcomes from data analysis and pupil voice interviews</p>	<p>Inclusion lead PSHE lead Headteacher</p>
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The progress towards the objectives will be monitored by the governors as part of their on-going schedule of evaluation.