Woodsetton School

Public Sector Equality Duty

This policy was reviewed and updated in September 2026

The next anticipated review date will be September 2027

c/o The Woodsetton School, Tipton Road, Dudley, West Midlands DY3 1BY
Tel: 01384 818265 Email: info@woodsetton.dudley.sch.uk

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

All learners are of equal value

We see all learners and potential learners and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity.

We recognise and respect difference

Treating people equally (1. above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys and women and men, are recognised
- religion, belief or faith background
- sexual identity

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people

• positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national

origin or national status, and an absence of prejudice-related bullying and incidents

• mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

• whatever their age

• whether or not they are disabled

• whatever their ethnicity, culture religious affiliation, national origin or national status

• whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

• disabled and non-disabled people

• people of different ethnic, cultural and religious backgrounds

• girls and boys, women and men

We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve: disabled people as well as non-disabled

• people from a range of ethnic, cultural and religious backgrounds

• both women and men, and both girls and boys

• gay people as well as straight

Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

• Disabled people as well as non-disabled

• People of a wide range of ethnic, cultural and religious backgrounds

• Both women and men, and both girls and boys

- Gay people as well as straight

We base our policies and practices on sound evidence

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Measurable objectives

We formulate and publish specific and measurable objectives, based wherever possible on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in the guiding principles above.

Ethos and organisation

We ensure the principles listed in the guiding principles above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour, discipline and exclusions
- Working in partnership with parents, carers and guardians
- Working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the legal framework above:

- Prejudices around disability and special education needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

The Local Advisory Board (LAB) is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Senior Leadership Team (SLT) has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the guiding principles above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender

Equality Information

Race

78% of the school's pupils are from a White British/White English background. The remaining pupils are from the following ethnic backgrounds:

- Indian
- Other Asian
- Other Black African
- Vietnamese
- White and Asian
- White and Black African
- White and Black Caribbean
- White European
- White other

The vast majority of the schools' pupils (96%) speak English as their first language. Other languages spoken at home include:

- Urdu
- Punjabi
- Portuguese
- Vietnamese

Disability

All pupils have an EHCP.

A small number of pupils currently on roll have some degree of physical disability.

Some pupils have a hearing impairment. Some pupils have a visual impairment.

There are also some pupils whose long-term health issues have an impact on attendance.

There are currently several accessible disabled toilets around different areas of the school. Potential accessibility issues which could affect staff and pupils in school have been resolved. The design of the school facilitates this.

Gender

The staff population is significantly more female than male. There are more boys/girls in the school (73% boys, 27% girls)

The numbers of exclusions are too low to report on a gender trend.

On average, no gender is disadvantaged at the school in terms of progress and outcomes

Age

The school serves pupils from age 4 to 11.

The staff profile is balanced between all the career stages and experience

Religion or belief

The school's management information system records pupils' religion where parents have volunteered the information. Current information can be seen on the most recent census and in school records. No child is disadvantaged owing to faith, religion or beliefs

Sexual orientation

No data about the sexual orientation of pupils, parents or staff is currently collected or held by the school.

Pregnancy and maternity

The school adheres to the requirements of flexible working.

Gender reassignment

No data is collated by the school about gender reassignment either for pupils or staff.

This section summarises the objectives we have identified in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

General objectives

- To ensure that the school's curriculum is modified according to national requirements and is not detrimental to anyone regardless of race, gender, religion, disability, sexuality, gender realignment or beliefs.
- To maintain accessibility to the curriculum for everyone
- To maintain accessibility to the school for pupils and staff within the school

Specific objectives

- Continue to develop the school curriculum
- Extend outdoor play and resources to increase access for all pupils.
- See annual school development plan for improvement; SDP
- Reporting and reviewing objectives

In line with the requirements of the Public Sector Equality Duty we will review the SDP and report on our progress every year to the governing body as part of committees' minutes and the Head teacher's report to the governing body. Equality Objectives will be reviewed every four years (as part of our policy review timetable).

Roles and responsibilities

The trust and governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the objectives.

Publication

The School's Equality Objectives are published and are available to all on our website.

Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Grievance Policy. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour.

Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.