



# Public Sector Equality Duty (PESD)

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| <b>Approved by:</b>        | Full Governing Body | <b>Date:</b> October 2020 |
| <b>Last reviewed on:</b>   | October 2024        |                           |
| <b>Next review due by:</b> | December 2028       |                           |

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## Introduction

Willow Bank School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and 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

The Public Sector Equality Duty (PESD) requires public bodies to promote equality. Under the Equality Act 2010 the nine protected characteristics are:

- age
- disability,
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (of lack thereof)
- sex
- sexual orientation

## Legislation and Guidance

This document is based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, and 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

## Roles and Responsibilities

The governing body 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives daily to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The Deputy Headteacher(s) 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 required.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 7.

## 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 training and meetings.

New staff receive information on the Equality Act as part of their induction.

## 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 with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim pupils to pray at prescribed times)
- 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupil
- Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds.
- All pupils are encouraged to participate in the school's activities, such as sports and Mental Health activity days.

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## Compliance 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
- Accessibility Plan
- Equality policy
- SEND Policy & Report
- Relationship and anti-bullying policy
- Religious Education Policy

Willow Bank School 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. Including:

- Promoting the rights of every individual as outlined in the United Nations Charter through our ethos, behaviour policy and curriculum content.
- Promoting tolerance, mutual respect, individual liberty, friendship and understanding by actively promoting British Values through the curriculum, assemblies, and workshops
- Promoting tolerance and mutual respect through awareness and celebration periods that focus on promoting understanding, recognition, and support for specific communities or causes—such as racial equality, LGBTQ+ rights, and mental health—aiming to educate, advocate, and inspire positive social change.
- Taking steps to meet the needs of individuals – for example, providing opportunities for worship and prayer where a pupil's faith requires this and promoting friendship groups
- Promoting inclusion, tolerance, friendship and understanding through different aspects of our curriculum. This includes teaching in RE, PSHE and other subjects. Scientists, historians, artists, poets, engineers, and designers who represent the protected characteristics will be embedded within the curriculum.
- Fully accessible building and site.
- Leading on assemblies to explore and deal with relevant issues; including assemblies to support social, moral, cultural, and spiritual teaching
- Fundraising for charities
- Monitoring and evaluating the attainment and progress of all pupils; looking at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it.
- 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 character to participate fully in all activities – for example, sport during breaks and lunchtimes, school council, ensuring that is formed of pupils from a range of backgrounds.
- Curriculum trips that meet the needs of all children
- Active promotion of the Relationship policy
- Active promotion of the Anti-bullying policy

## Equality Considerations in Decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Clashes with any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school actively considered our equality duties and asked ourselves relevant questions. There are written records of risk assessment when planning school trips and activities.

## Equality Objectives 2024 – 2028

### **1. Establishing, maintaining, and developing school culture and ethos**

We will do this by ensuring a consistent approach to behaviour to ensure that our pupils are aware of the expectations of them. We will support pupils to be sensitive to the needs of their peers regardless of SEND, gender, faith, race, religion, sex, or sexual preference.

### **2. Foster good relations between different groups within the school and support young people to extend this beyond our community (SDP/Vision)**

We will do this through the planning and delivery of Personal Development (Including Forrest school, Outdoor Education, Religious Studies, PSHE and Citizenship). We will also build in opportunities to the wider school curriculum, including the embedding of a Cultural Capital programme.

### **3. Challenge stereotypes than can deny opportunities for our pupils, particularly those related to independence and employment**

We will do this through a well-planned curriculum, including KS3 and KS4 options, appropriate Careers Information, Advice and Guidance and the tracking of destination data, ensuring timely support and intervention where required.

### **4. To further develop accessibility across the school for young people with disabilities.**

We will do this by improving our sensory equipment to ensure it meets the needs of young people within the school and allows them equal opportunities to engage and self-regulate. Ensuring quiet spaces and areas for pupils to access and improve our outdoor spaces

### **5. Further develop and promote student and staff wellbeing and positive mental health**

We will do this by ensuring that staff have appropriate training to support young people and each other. This will include our Mental Health lead identifying and providing support to individual and groups of pupils, on site Barnardo's resilience support, Walk and Talk sessions, Draw and Talk sessions and Lego play therapy sessions. We will also look at a range of wellbeing initiatives to support our staff body, including ongoing access to the Education Support Employee Assistance Programme.

## Monitoring Arrangements

The Headteacher will update the equality information we publish, annually. This document will be reviewed by Governing Board bi-annually and updated within the statutory time frames (every 4 years). This document will be approved by Governing Board.

Signed.....Date.....

(Headteacher)

Signed.....Date.....

(Chair of Governors)