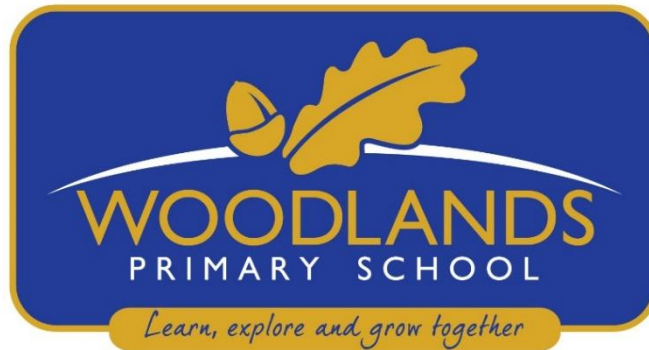


# Woodlands Primary School

## Public Sector Equality Duty statement for publication: Equality Objectives and Information



Written by	Vicki Lonie
Ratified by Governors	May 2026
Date for Review	May 2027
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy	External
Is this based on a model policy	Yes – the Key

This policy has been impact assessed by Vicki Lonie in order to ensure that it does not have an adverse effect on race, gender or disability equality.

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## 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values and our curriculum's 'Big Ideas' of diversity and culture.

## 2. Legislation and guidance

This document 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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

## 3. Roles and responsibilities

The governing board 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/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is the Chair of Governors. They will:

- Meet with the designated member of staff for equality every seasonal term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality (Inclusion Lead) will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. 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 staff briefings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. 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 that 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
- 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 societies)

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 data referenced above 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 pupils

## 6. 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 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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 clubs. We also work with parents to promote knowledge and understanding of different cultures

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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:

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

## 8. Equality objectives

As a school, we are required to publish equality information annually and at least 1 equality objective once every 4 years – we’ve chosen July to be our deadline for this.

This statement is designed to meet these two requirements.

### Equality Objectives for Woodlands Primary School

Woodlands seeks to have an ambitious and diverse curriculum which develops a deep knowledge and provides strong challenge in all subjects for all pupils. The ethos of the school includes respect for ourselves, each other and our community through tolerance and fairness, care and friendship, and pride in our learning. This clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability. Our curriculum has two key threads (our ‘Big Ideas’) which run through it: Diversity and Culture.

Based on our analysis of our equality information, we have set ourselves the following objectives:

**Objective 1:** To ensure that challenge is inherent in every lesson for all learners and the school can evidence strong progress for all pupils across the curriculum irrespective of pupils’ starting points.

**Objective 2:** To consolidate and share staff expertise in providing support for pupils with SEMH needs.

**Objective 3:** To ensure that attendance is high (above 95%, and aiming for above 96%) and cases of persistent absenteeism reduce for all groups of children.

These objectives feed into the School Improvement Plan which is monitored regularly by the Senior Leadership Team and the Governing Body. Details of school policies and the school curriculum that show how the school is meeting these objectives can be found on the school website. In addition, the pupil related data below, updated annually, shows the relevant data attainment and attendance data for pupils of different characteristics.

#### Contextual pupil-related data

	July 2022	July 2023	July 2024	July 2025
Overall pupil numbers	640	627	584	561
Percentage of pupils with SEND	6%	9.4%	12.2%	15.3
Percentage of children with white British background	87.5%	85.5%	83.8%	82.9

Percentage of children with other ethnic background	12.5%	14.5%	16.2%	17.1%
Percentage of children with EAL	5 %	7%	7.8%	9.8%
Percentage of boys and girls in the school	Boys 51.6% Girls 48.4%	Boys 56.3% Girls 43.7%	Boys 55.4% Girls 44.6%	Boys 53.1% Girls 46.9%

### **Attainment and Progress (relevant for objectives 1 and 2)**

Overall pupil levels of attainment are at or above national averages. Group analysis of school data shows the progress and attainment of specific groups – all of which, bar those needing SEND support, achieve above the national average. However, where the number in a group is small, such as those for EAL and SEND support, any generalisations have to be made carefully. Below we show the figures for 2024 - 2025.

*Percentage of pupils achieving Expected or above in KS2 SATs in 2024-25 (National figure in brackets)*

	All pupils (94 pupils)	Boys (45 pupils)	Girls (39 pupils)	EAL (8 pupils)	SEND Support (11 pupils)
Reading	82% (75%)	82% (72%)	82% (78%)	100% (74%)	63% (42%)
Writing	82% (72%)	82% (66%)	82% (78%)	100% (73%)	45% (32%)
Maths	85% (74%)	89% (75%)	80% (73%)	100% (78%)	54% (40%)
Combined	74% (62%)	73% (59%)	74% (65%)	100% (64%)	45% (24%)

### **Attendance (relevant for objective 3) To be completed on AA's return**

	July 2023	July 2024	July 2025
Overall absence percentage	6.4%	5.4%	

Persistent Absence attendance (below 90% attendance)	13.5%	11.4%	
Severe Absence attendance (below 50% attendance)	1%	1%	
SEND	94.5%	87.7%	
Pupil Premium	88.5%	89.1%	

The attendance team are focussed on improving attendance in the following ways:

- Working closely with families
- Tracking individual and group attendance closely, implementing timely and personalised actions
- Creating attendance contracts
- Accessing and sharing training on Emotional Based School Avoidance
- Accessing support from external agencies such as Early Help
- Signposting and referring to services that support parenting and emotional wellbeing
- Use of our nurture breakfast club
- Adjustments to hours/timings where required and agreed, tracked closely to ensure full time attendance is the goal

## 9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the head teacher at least every 4 years.

This document will be reviewed by the governing body annually, to ensure continued compliance with the PSED.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy

Document History	
Date	Summary of changes
May 2000	Document created
May 2021	Data updated where available for 2019-20 (pupil numbers section only)
May 2022	Data updated where available for 2020-21
March 2023	Data updated for 2021 - 22
May 2024	Data updated for 2023 - 24
May 2025	Data updated
May 2026	New model policy used to ensure compliance. Updated with 2024 – 2025 data.