



# **Public Sector Equality Duty Statement and objectives**

Policy agreed: September 2024

Policy review date: September 2028

Approved by: Full Governing Board 25.9.24

# Public Sector Equality Duty Statement

## 1 Introduction

1.1 This document describes how the Governing Body of Walmley Junior School intends to fulfil its responsibilities under Public Sector Equality Duty with regard to all adults and children in our school. The Equality objectives will be part of the School Improvement Plan and information.

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 those who share a protected characteristic and those who do not share it; and
- Foster good relations between those who share a protected characteristic and those who do not share it.

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

### Identify key issues

- Understand the impact of our policies, practices and decisions on those 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 organisation.

### Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

### Take action

- Consider taking steps to meet the needs of those 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 and 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, parents, carers and any child have appropriate information for decision-making.

- 1.4 We will work towards developing an equality profile to help us to understand key equality issues in our school, 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, about: age, disability, ethnicity, gender (including issues of transgender and of maternity and pregnancy), religion and belief, sexual identity and marriage/civil partnerships for employees.

## **2. Publication of Equality Information**

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

## **3. Our objectives**

- 3.1 Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area. We also 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.
- 3.2 Core Statements: In fulfilling our legal obligations we will be guided by seven core statements:
- Statement 1: All learners are of equal value.
- Statement 2: We recognise, welcome and respect diversity.
- Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.
- Statement 4: We observe good equalities practice, including staff recruitment, retention and development.
- Statement 5: We aim to reduce and remove existing inequalities and barriers.
- Statement 6: We consult and involve widely
- Statement 7: We strive to ensure that society will benefit.

Walmley Junior School is a school where individuals are valued for themselves and where all are expected to give of their best. This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### 3.3 Responsibility

School community	Responsibility
<b>Governing Board</b>	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Board will also agree the Equality Statement and objectives.
<b>Head teacher</b>	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
<b>Senior Leadership Team</b>	To support the head teacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
<b>Teaching Staff</b>	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
<b>Non-teaching Staff</b>	Support the school and the governing board in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
<b>Parents</b>	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
<b>Pupils</b>	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
<b>Other Stakeholders and Local Community Members</b>	Take an active part in identifying barriers for the school community and in informing the governing board of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and we will review our equality information on an annual basis.

Breaches to this statement 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.