



Public Service Equality Duty

Actions for Compliance July 2016. Review date July 2019

Background

The equality duty has two main parts: the 'general' equality duty and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

To publish information to demonstrate how they are complying with the equality duty.

To prepare and publish one or more specific and measurable equality objective.

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Schools need to comply with these duties from 6 April 2012 and update **yearly**.

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Actions Required

Duty 1 – Information to demonstrate compliance

SLT to decide how to record compliance – eg Compliance Statement, link to policies with a summary on website, whole policy including objectives,

Duty 2 – Equality Objectives

SLT to decide what the objectives are, publish on website, review annually

Additional Information

Protected characteristics

1.9 It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their: • sex • race • disability • religion or belief • sexual orientation • gender reassignment • pregnancy or maternity

Equality Act Advice

5.6 It is good practice for schools to keep a written record to show that they have actively considered their equality duties and asked themselves relevant questions. There is no legal requirement to produce a formal equality impact assessment document, although for key decisions this might be a helpful tool.

5.7 If a school does not record its consideration of the general equality duty when making a decision or carrying out a particular function, this does not automatically mean that the duty to have 'due regard' has not been met. However, if challenged, it will be easier for a school to demonstrate that the duty has been met if a record has been made at the time. The duty only needs to be implemented in a light-touch way, proportionate to the issue being considered.

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Equality Strand	Planned Outcomes	Planned Actions	By whom	By when	Indicators/how to measure
All	<p>All staff and Governors are aware of the Equality Plan and understand their responsibilities.</p> <p>The plan is accessible to all through the school website.</p> <p>Promote equality by ensuring roles within school are accessible to all.</p>	<p>Raise awareness of the revised EP at Staff / TA / LS Meetings.</p> <p>Include the EP in St Peter's Induction Programme for all new staff and governors and updates for existing staff and governors annually.</p> <p>Link Equality Governor to report on training, incidents, new initiatives, resources each year to the Resources Committee.</p>	<p>Executive Headteacher Governor</p>	<p>Autumn 2018</p>	<p>Staff, Parents, Governors and children indicate awareness of the Plan.</p> <p>New initiatives / improvements identified.</p>
<p>Gender / Disability / Race Equality</p>	<p>All children, but especially those with SEN and EAL, have access to the whole range of extra-curricular activities on offer.</p>	<p>Survey pupil opinion via the pupil equality champions on the school council to ensure that the extra-curricular activities provided meet children's needs and interests.</p> <p>Encourage boys and girls to take up a wide range of activities irrespective of their gender bias.</p> <p>Ensure all clubs are available for both boys and girls.</p> <p>Promote extra-curricular activities as part of the Annual Review.</p> <p>Measure the uptake of extra-curricular activities according</p>	<p>All staff Equality SENCO Administrators</p>	<p>Autumn 2018 Ongoing Termly review Termly</p>	<p>More SEN / EAL children attend extra-curricular activities.</p> <p>Children view clubs as fair and not having a gender bias.</p>

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		to gender, race, language, disability...			
Gender Equality	To ensure girls and boys feel equally represented and valued in all aspects of school life.	Identify ways to improve equality of opportunity and representation.	School Council	Annually	For staff to recognise and celebrate differences and ensure opportunities are not discriminatory to any group. Children feel we are fair and they are all equally important.

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