

# Oxhey Wood Primary School

## Public Sector Equality Duty

### What is the equality duty?

This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are:

- race
- disability
- sex
- age
- religion or belief
- sexual orientation
- pregnancy and maternity
- gender reassignment

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 the school is 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.

## Equality Objectives 2016-2019

**Note: planned actions are in italics**

1. To recognise and celebrate the cultural diversity of Oxhey Wood Primary School's families, staff and governors.

*Multicultural day*

*Whole school display to celebrate heritage*

*Bilingual books*

*Audit of toys and resources to check for diversity*

*Support for EAL children and families*

*Language of the month*

*Use of interpreters*

*Celebrate world festivals through assembly, RE, PSHE etc*

*Cross-curricular learning in Topic, Art, Music, DT etc*

*Who Do You Think You Are project*

*Visitors and Speakers from different cultures*

2. To promote awareness, acceptance and support of the mental wellbeing of our children, families, staff and governors.

*Family support worker / learning mentor appointed*

*Staff wellbeing package*

*Staff training*

*Emotion board in every classroom*

*Jigsaw PSHE curriculum being introduced*

*Open door policy for parents*

*Weekly class assemblies, whole school assemblies*

*Parenting workshops*

*Grandparents drop ins*

*Links with Children's Centre*

*Referrals to CAMHS*

3. To review systems in place to ensure the identification of all barriers to learning.

*New assessment systems*

*Developing links with all local schools to ensure consistency of approach*

*Family support workers to use assessment tools with families to identify needs*

*New strategic lead for PPG and review of PPG spend and impact*

*Pastoral interventions in place to support children's readiness to learn*

*Interventions in place to support academic progress*

*Staff training to support specific needs*

*Adaptations to physical environment to meet all children's personal needs*