

# Yeadon Westfield Infant School

## PSED Statement [2019-20]

The Public Sector Equality Duty [PSED] requires all schools to publish specific and measurable equality objectives to be updated annually. Compliance with the equality duty is a legal requirement for schools, but meeting it also makes good educational sense. The equality duty helps schools to focus on key issues of concern and how to improve pupil outcomes. These are also central to the OFSTED inspection framework.

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. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment. 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 objectives.

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

Objective	Target Group	Action	Timescale	Monitoring and Evidence
To continue to improve the attainment of children from low income and disadvantaged families.	Children eligible for Pupil Premium	<ul style="list-style-type: none"> <li>-Plan effective quality first teaching</li> <li>-Use pre learning tasks and specific interventions</li> <li>-Enrich the curriculum through visits and visitors</li> </ul>	Sep 2019- July 2020	Tracking Data Pupil Premium case studies
To identify gender issues across school in key areas	Girls/boys	<ul style="list-style-type: none"> <li>-Identify barriers to learning</li> <li>-Plan specific interventions</li> <li>-Ensure curriculum engages all</li> </ul>	Sep 2019- July 2020	Tracking data Planning Lesson observations
To continue to improve attendance and punctuality across the whole school	Persistent absentees and those who are regularly late	<ul style="list-style-type: none"> <li>-Weekly attendance and punctuality awards</li> <li>-Share message with parents through newsletters and achievement assemblies</li> <li>-Take part in Trust wide attendance competitions</li> <li>-Meetings with specific parents</li> <li>-Focus on specific groups</li> </ul>	Sep 2019- July 2020	Attendance data Half termly meetings of attendance team

