

Woodlands Secondary School	Equality Statement and Objectives	
-----------------------------------	--	---

Date	Review Date	Author	Nominated Governors
January 2026	January 2030	Sandra Clarke	FPP
Website	Statutory Policy	Source	Ratification Date
Yes	Yes	The Key for School Leaders	9.2.26

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

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](#).

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 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

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

Woodlands Secondary School is committed to the development and promotion of a cohesive and inclusive school community.

We therefore have a responsibility to consider our equality duties with regard to:

- Our children and young people
- Our families and carers
- Our staff teams and governors
- Other professionals, students, volunteers and visitors engaged within our organisation.

Public Sector Equality Duty

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act.

The Equality Act requires all schools to comply with the **Public Sector Equality Duty** and two **specific duties**.

Public Sector Equality Duty requires us as a school to have due regard to:

- **Eliminate unlawful discrimination, harassment and victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.

- **Foster good relations between people** who share a protected characteristic and those who do not.

Having **due regard** means that the school will:

- **demonstrate awareness of our duties** under the Act by assessing the impact any decision or action will have on people with protected characteristics.
- **consider any equality implications** when developing and reviewing policies and will review them regularly with equality in mind.
- **carry out these analyses seriously, rigorously and with an open mind.**
- **take responsibility** to fulfil our Public Sector Equality Duty; we will not delegate the responsibility to anyone else.

In order to meet our Public Sector Equality Duty there are **two “specific duties”** that we are required to carry out:

- Publish information to show compliance with the Equality Duty at least annually.
- Publish Equality Objectives at least every 4 years which are specific and measurable

The **Public Sector Equality Duty** aims to ensure that all public bodies, including schools, play their part in making society fairer by tackling discrimination and providing equality of opportunity for all.

The Equality Duty ensures that schools and other public bodies consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to their own employees.

The Public Sector Equality Duty replaces the three previous public sector equality duties – for race, disability and gender.

It covers the following **protected characteristics**:

Age

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

A decision to undertake gender reassignment is made when an individual feels that his or her gender at birth does not match their gender identity.

Gender reassignment refers to individuals who either:

- Have undergone, intend to undergo or are currently undergoing gender reassignment (medical and surgical treatment to alter the body).
- Do not intend to undergo medical treatment but wish to live permanently in a different gender from their gender at birth.

Marriage and Civil partnership

Marriage is a recognised union between two people. Marriage is available to both same-sex couples and opposite-sex couples.

A civil partnership is a legal relationship which can be registered by two people who aren't related to each other.

Civil partnerships are available to both same-sex couples and opposite-sex couples.

- Marriage is formed by vows, whereas a civil partnership is formed by signing the civil partnership document; and
- Marriages are ended by divorce, whereas civil partnerships are ended by dissolution, although the process is fundamentally the same.

Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a person unfavourably because they are breastfeeding.

Race

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

Whether a person is a man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own gender or any other genders.

The Public Sector Equality Duty supports good decision making – it encourages us to understand how different people will be affected by our activities so that policies and services are appropriate and accessible to all and meet different people's needs.

By understanding the effect of our activities on different people, and how an inclusive school environment can support and open up people's opportunities, we are better placed to deliver policies and services that are efficient and effective.

Having **due regard** means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by the school – such as in how we act as employers; how we develop, evaluate and review policy; how we design, deliver and evaluate services, and how we commission and procure from others.

Having due regard to the need to **advance equality of opportunity** involves considering the need to:

- remove or minimise disadvantages suffered by people due to their protected characteristics;

- meet the needs of people with protected characteristics; and
- encourage people with protected characteristics to participate in school and public life or in other activities where their participation is low.

Fostering good relations involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

Taking account of disabled people's disabilities

The Equality Duty explicitly recognises that disabled people's needs may be different from those of non-disabled people.

All students at Woodlands Secondary School have learning disabilities or impairments and some have additional physical or sensory disabilities. The school should therefore take account of people's impairments when making decisions about policies or services.

Woodlands School needs to consciously think about the three aims of the Equality Duty as part of the process of decision-making. The Equality Duty will be one of a number of factors that need to be considered. The weight given to the Equality Duty, compared to the other factors, will depend on how much that function affects discrimination, equality of opportunity and good relations and the extent of any disadvantage that needs to be addressed.

The school should ensure:

Knowledge – Governors, the leadership team and staff need to be aware of the requirements of the Equality Duty. Compliance with the Equality Duty involves a conscious approach and state of mind.

Timeliness – the Equality Duty must be complied with before and at the time that a particular policy is under consideration or decision is taken – that is, in the development of policy options, and in making a final decision. The school cannot satisfy the Equality Duty by justifying a decision after it has been taken.

Real consideration – consideration of the three aims of the Equality Duty must form an integral part of the decision-making process. The Equality Duty is not a matter of box-ticking; it must be exercised in substance, with rigour and with an open mind in such a way that it influences the final decision.

Sufficient information – the decision maker must consider what information he or she has and what further information may be needed in order to give proper consideration to the Equality Duty.

No delegation – the school is responsible for ensuring that any third parties which exercise functions on their behalf are capable of complying with the Equality Duty, are required to comply with it, and that they do so in practice. It is a duty that cannot be delegated.

Review – the school must have regard to the aims of the Equality Duty not only when a policy is developed and decided upon, but also when it is implemented and reviewed. The Equality Duty is a continuing duty.

Equality Objectives:

Schools must set at least 1 Equality objective

Equality objectives can relate to any of the 3 aims of the PSED, which are:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not.
-

Woodlands School has identified the following Equality Objectives to focus on over the next 4 years. (Feb 2026– Feb 2030)

Objective	Why we have chosen this objective	What we plan to do	Who is responsible?	By when?	Review
To schedule annual Equalities training for the whole staff.	Follow up to previous Equalities objectives.	Source suitable training and build it into the annual training plan.	Deputy Headteacher	July 2026 and forward	
To collate and analyse data e.g. suspensions and exclusions data, PSSED survey data, recruitment data, etc. based on census descriptors relating to race.	The school currently collates and analyses data however there have been difference in the language used. We need to use consistent language so that trends and issues over time can accurately be identified and addressed where necessary.	Identify data collection activities that need to be updated and action the update. Use the data for reporting and planning.	Headteacher and admin team	July 2026 Annual review thereafter	
Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap and report on this to the FPP.	To use the data to identify any identified disparities and to subsequently review recruitment processes to reduce bias.	Analyse and review the data. Look for patterns and develop an action plan, if required.	School Business manager	July 2026 Annual review thereafter	
To empower staff with the skills they need to be able to support the changing needs of students at the school who are presenting with more complex learning disabilities.	The student cohort has changed and is changing with an increasing number of students presenting with more complex learning disabilities, including those who have significant communication difficulties and those who may present with dangerous and violent behaviours.	Set up Communication champions in each department who will proactively drive the roll out of Makaton signing and implementation of resources to support students with different communication profiles. Monitor implementation of communication provision and practice in all classes; provide termly and annual reports and monitor impact over time. Implement behaviour training programme across all departments and monitor impact on VAW incidents and staff confidence.	Deputy Headteacher, SaLT and Department Leads SLT and MLT SaLT and Deputy Headteacher Deputy and Assistant Headteachers, Team Teach trainers, Therapeutic Thinking trainers.	July 2026	
Improve resources within the current building and the planned new site at Kestrel Ways to create safe spaces for	Increased incidents of violent and dangerous behaviours, including increases in the numbers of VAW incidents over time. The Northwell Drive	Work with LA capital team and architects to identify, prioritises, plan and implement changes to the	Headteacher, Deputy Headteacher, School Business manager and LA colleagues.	Summer 2026 and ongoing	

students with complex learning disabilities/SEMH needs to regulate safely.	site is struggling in terms of its physical capacity to provide safe spaces for students unable to regulate/ co-exist safely alongside peers. The changing and increasingly complex population numbers are forecast to increase and we will need to facilitate education for learners with this profile on both sites.	building(s) which will address the needs of the current and changing student population in the short and longer term, on both sites. Allowing for flexible use of spaces should the demographic change once more.			
Communicate to staff about facilities and arrangements for prayer; to support colleagues to practise their faith whilst ensuring the smooth running of the school.	Staff survey indicated some staff were unaware of the provision of a Multifaith prayer space at the school and the need to clarify expectations for staff about their use of time.	Seek advice from HR in order to sensitively and fairly communicate information to colleagues,	Headteacher	February 2026	
Update and communicate changes to the RHSE policy and curriculum inline with the statutory guidance updates effective from September 2026 to ensure that we continue to teach the facts and the law in RHSE ensuring that we are appropriately and legally addressing LGBT+ topics.	New statutory guidance comes into effect in September 2026.	Review statutory guidance. Identify changes in curriculum. Plan and source appropriate resources. Consult parents on changes and facilitate opportunities to review resources. Provide staff training. Roll out curriculum. Review impact.	KS3 and KS4 department leaders and Headteacher	Sept 2026	