



Public Sector Equality Duty (PSED) Policy

Approved by Governors _____

Written May 2024

To be reviewed: September 2028 (or in light of new legislation)

1. AIMS

Our school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

2. LEGISLATION & GUIDANCE

This document meets the requirements under the following legislation:

- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk) which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011 - GOV.UK \(www.gov.uk\)](http://www.gov.uk) 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:
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

3. ROLES & RESPONSIBILITIES

The Governing Body 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 Finance Committee will, as necessary:

- Meet with the Head Teacher (who has delegated responsibility for equality) every term (within the context of a committee meeting) and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Full Governing Body regarding any issues

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the Governing Board every term (within the context of a committee meeting) to raise and discuss any issues

- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year as part of their annual safeguarding training. Bespoke training is also commissioned where a need arises, either individually or collectively, within the school.

The Head Teacher, in collaboration with the Senior Leadership Team, is responsible for monitoring equality issues and reporting back to the Finance Committee. Where deemed necessary, the Full Governing Body will be made aware of issues as appropriate.

5. ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. accessibility issues for pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Collate attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups where issues have been identified (e.g. declines in incidents of a specific group)

6. FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, and Personal, Social, Health and Education (PSHE) but also activities in other curriculum areas. For example, as part of

teaching and learning in History, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues and suing our school values to promote respect and understanding.
- Working with our local community - this includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community (eg SWAT, Building Bridges, sporting links)
- Encouraging and implementing initiatives to work collaboratively across our school community.

7. EQUALITY CONSIDERATIONS IN DECISION MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has appropriate facilities for all genders

8. EQUALITY OBJECTIVES

The school has identified the objectives detailed in Appendix A as priorities for our school community.

9. MONITORING

The Head Teacher will update the equality information we publish at least every year.

This Equality Objectives (Action Plan) document will be reviewed by Finance & Pay Committee at least every 4 years.

This policy will be approved by Finance Committee and/or Full Governing Body at least every year.

10. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility plan
- Risk assessment

APPENDIX A: EQUALITY OBJECTIVES ACTION PLAN 2024 - 2028

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

EQUALITY STRAND	OBJECTIVES & ACTIONS	PERSON RESPONSIBLE	TIMING	IMPACT (WHEN REVIEWED)
ALL	Raise Awareness of Equality & Diversity: - Raise awareness of aims and objectives of policy by sharing with staff and the wider community - Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness	Head Teacher	Sept annually	- Staff awareness increased through sharing of PSED policy and action plan. - Understanding of equality related issues was strengthened through training provided - Building Bridges/SWAT Celebration Day/Summer Project and other curriculum events have been successful this year in raising awareness of equality and diversity.
ALL	Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc: - Ensure any selection panels are aware of, and take account, of the school's aims regarding equality and diversity - Consider opportunities to promote diversity through all aspects of the curriculum, e.g. resourcing, study of historical figures, school values etc - Ensure the school calendar and displays reflects opportunities to reflect and remember the importance of diversity	Chair of Panel DHT	ongoing	- Recruitment processes have been mindful of ensuring representation and role models within staff and governance teams. - Curriculum is reviewed, on an ongoing basis, to ensure equality and diversity is woven through, (e.g. our school values/British Values assemblies, sport's hero's linked to termly PE themes, Diverse scientists linked to termly science learning) - All reading spines highlight the diverse role models (covering all protected characteristics). - Calendar/assembly schedules include reference to opportunities listed and will continue to think about ways to promote this.
ALL	Ensure tolerance and respect towards individuals who identify with any of the protected characteristics: Ensure regular analysis of any negative behaviour incidents to identify any patterns	HT DHT	ongoing	- Behaviour analysis reflects on reasons and context of any incidents related to discrimination. Parents are involved as necessary. - School values, as well as assembly themes, strengthen pupils' understanding of equality &

	related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this, e.g. further education, involvement of parents/carers etc (recorded on CPOMS's) • Utilise daily Collective Worship (and assembly) opportunities to promote equality and diversity and to tackle issues for any protected groups • Respond to world news/current affairs issues through assemblies or PSHE sessions (age appropriate) • Continue to promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and/or British Values			diversity related issues. • Behaviour analysis explicitly logs areas such as gender harassment and sexualised behaviour. The analysis includes actions to minimise or remove the chance of any behaviour, falling into identified categories, occurring. • Collective worship themes have identified key religious events as well as significant cultural activities and this has been made more specific/focused again for 24-25).
ALL	Promote learning for all by ensuring that nobody is disadvantaged by any of the protected characteristics: • Monitor attainment data at key intervals (taking into account gender, socio-economic background (FSM) and ethnicity) and take any necessary action to minimise any gaps which might exist • Monitor engagement of uptake at any extra-curricular activities or enrichment provision to ensure these opportunities are accessible to all	HT DHT	ongoing	• Attainment data includes analysis of outcomes for key groups which take account of socio-economic background, gender and ethnicity. Any gaps identified are addressed through Pupil Progress/gap Reports • Similarly, analysis of engagement at extra-curricular opportunities looks at equality of opportunity for all.

