

Public Sector Equality Duty

Equality information and objectives

St Nicholas C of E Primary School



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1. 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 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 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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The LGB (local 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
- 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

St Nicholas' **equality link governor** will:

- Meet with the designated member of staff for equality every [frequency], 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 board regarding any issues

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

The **designated member of staff for equality is the SENCo** and will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every [frequency] to raise and discuss any issues (delete if not applicable)
- Support the headteacher in identifying 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 [September/insert other]. (You may wish to include information about the type of Equality Act training and refresher training offered to staff)
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these 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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

- 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 societies)
- In fulfilling this aspect of the duty, the school will:
- Publish 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 (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

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 equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To promote understanding between different groups of people, cultures and societies.

Why we have chosen this objective:

To foster good relations across all characteristics, between all stakeholders related to the school – between people who share a protected characteristic and people who do not.

To achieve this objective we plan to:

- Education around protected characteristics to further aid understanding/awareness of all staff and pupils
- Maintain a rigorous approach to anti-bullying so that all pupils and staff, including those with protected characteristics, are protected from harassment and discrimination.
- Create and roll out an EDI training package for all staff so they better understand and meet the needs of colleagues, pupils, parents and carers with protected characteristics
- Establish a gender identity working group who will create an internal, supporting guidance document
- Behaviour policies and procedures (including Anti-Bullying and associated policies) outline how any discriminatory issues, including those relating to protected characteristics, are addressed (zero tolerance)

Progress we are making towards this objective:

Objective 2

Audit curriculum and resources for all ages and subjects for representation and ensure that they challenge stereotypes.

Why we have chosen this objective:

To ensure that diversity and inclusion is present across the curriculum.

To achieve this objective we plan to:

All subjects to undertake a subject review, with the support of Governors, VAT peer reviews and external moderation, and feedback to SLT

Consult with pupils and staff to see if they feel they are reflected in the curriculum and for ideas to include other topics/resources.

Progress we are making towards this objective:

Objective 3

Ensure children from all socio-economic backgrounds feel they are treated equally and have equal access to school life.

Why we have chosen this objective:

To eliminate unlawful discrimination and to advance equality of opportunity for all our pupils.

To foster good relationships between all stakeholders

To achieve this objective we plan to:

- Staff seek out opportunities to develop relationships with all parents, especially those they don't see regularly.
- Staff to ensure EAL parents understand and have access to school information in their first language.
- Staff contact parents to share good news.
- Target parents are invited personally to attend meetings / events / represent parent groups by teachers and staff.
- Parent governors observe, canvas and feed back on the perceptions of a wide range of parents.
- Governors to be available at school events to all parents and begin conversations with those not regularly at school.
- Questionnaire to test parent perceptions of the school –are their opinions valued? What more can the school do for them?
- Teachers to plan trips spread out across the year to aid financial issues.
- Office staff and teachers to track take up of school opportunities and clubs to ensure a fair spread across all groups.
- The selection process for events/ opportunities to become more transparent to parents and children.

Progress we are making towards this objective:

9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Headteacher and LGB at least every 4 years.

Links with other policies

This document links to the following policies:

- Equality, Diversity & Inclusion Trust Policy

- Accessibility plan
- SEND policy
- Dignity at work policy
- Anti-Bullying policy