



The Public Sector Equality Duty

Overview

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality.

The PSED applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

The PSED has three main elements.

In carrying out their functions, public bodies are required to have 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, and between people who share a protected characteristic and people who do not share it

For schools, this means:

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis
- The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

Our Equality Duties

We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for some pupils extra support is needed to help them to achieve and be successful.

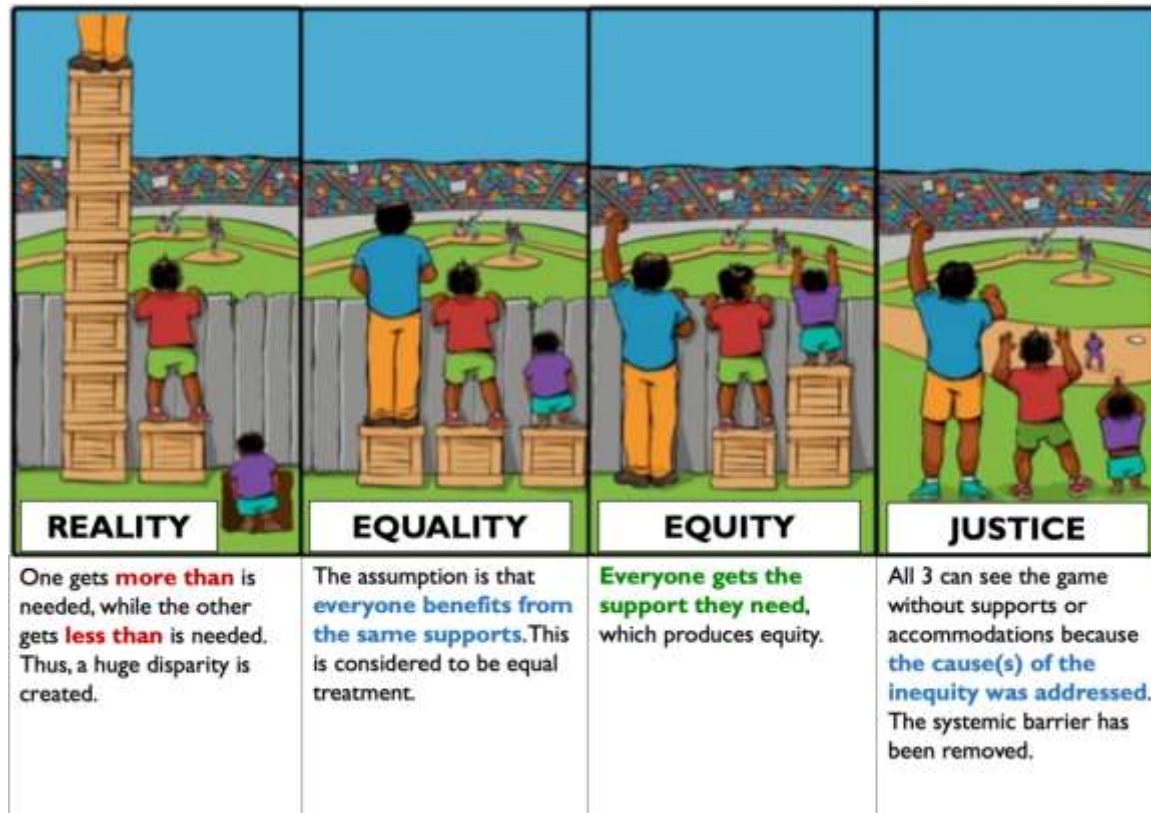
We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

We are required to publish equality information, which show how we plan to reduce or remove particular inequalities or disadvantages.

This document is reviewed and updated annually.

Objective	Actions	Success Criteria	Review timescale	Monitoring
To increase parental engagement for learning in order to raise achievement.	<ol style="list-style-type: none"> 1. Communication between home and school is regular, two way and meaningful. 2. Responsible parenting is promoted and supported. 3. Parents assist in promoting certain behaviours (e.g. regular attendance). 4. Parents are welcomed as volunteers in school. 5. Use of the parental engagement toolkit. 	<ol style="list-style-type: none"> 1. Parental engagement brings about significant gains in achievement. 2. The school takes specific steps to connect parents to classroom learning 3. Parental study groups or parenting classes are held by the school. 4. Parents actively engage with teachers and students more about the process of learning and are made aware of the range of meta-cognitive strategies that can improve learning outcomes. 	Termly	Governing Body through HT report Newsletters Parent meeting register/log
To reduce the differential between different groups of children in	Detailed examination of data broken down by groups, to identify	FFT, RaiseOnline and new ASP show less variation between	Termly through progress	FFT, Raise and ASP and other statistical

academic results (attainment and progress).	issues. Action plans drawn up to address identified issues.	different groups of children.	meetings Annually via KS2 results and analysis	information
To promote Values Education in order to develop an understanding and awareness of core values in British society, which in turn, underpin cohesiveness within communities.	PSHE and P4C lessons encompass the school's chosen values. British Values are intertwined with the school's core values. Assemblies, events and activities within school actively promote the 12 school values.	SMSC is good or better.	Annually	Lesson observations Assembly rota
To ensure that attendance is at least equal to the National level.	Whole school target taken on by all stakeholders. Weekly attendance features in celebration assembly. Weekly Attendance Cup awarded for the class with the highest attendance. Termly Certificates and badges for 100% attendance.	Attendance at National expectations or above.	Annually	Attendance Reports and data School Bulletin
To work towards cultural competence in order to offer culturally effective teaching	Successfully teach students who come from a culture or cultures other than staff's own	Staff value diversity Have knowledge of students' culture Understand how different cultures interact Institutionalise cultural knowledge Staff become agents for change and help colleagues adapt to diversity	Annually	Planning Book scrutiny Pupil feedback



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