



Public Sector Equality Duty (PSED) and Equality Objectives

The status of the policy:	Final
Purpose:	the purpose of this policy is to set out how we aim to meet our obligations under the public sector equality duty (PSED) and our Equality Objectives
Consultation:	
Links with other policies:	<ul style="list-style-type: none">• School vision• SEND policy• Teaching & Learning Policy• Accessibility plan• Risk Assessment
Monitoring and evaluation:	This policy will be monitored by the safeguarding governor and updated annually.
Date established by governing body:	November 2020
Date for full implementation:	November 2020
Date for review:	November 2024

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity	4
6. Fostering good relations.....	6
7. Equality considerations in decision-making.....	7

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 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](#).

3. 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, and that they are reviewed and updated at least once every four 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 amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

Staff

All staff are responsible for:

- Promoting an inclusive and collaborative ethos in the school
- Recognising and challenging bias and stereotyping
- Dealing with racist, homophobic and other hate-related incidents
- Managing fairly and professionally with any prejudice-related incidents that may occur
- Planning and delivering lessons that reflect the school's principles, for example by providing materials which give positive images in terms of race, gender and disability
- Maintaining the highest expectations of success for all pupils
- Supporting different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keeping up to date with equalities legislation and engaging in relevant CPD

Parents, Carers and Pupils

Parents, carers and pupils will be made aware of the Equality Policy and will be expected to comply with the school's duties as outlined under this Policy.

Visitors

All visitors to the school, including parents and carers, students and contractors, supply teachers are expected to support our commitment to equality and to comply with the duties set out in this policy. We will provide guidance and information to enable them to do this – included in the Visitor/Volunteers guide.

KEY PRINCIPLES

Our approach to equality is based on the following key principles:

- To ensure no person at Birch Hill Primary School is treated less favourably because of their **race, disability, sex, age, religion, sexual orientation or because they are pregnant or entitled to paternity leave.**
- To monitor and respond to all serious incidents relating to the protected characteristics logged and reported termly to Full Governing Body (as part of the Head Teachers' Termly Report)
- To ensure all staff and students reflect this policy's approach to equality in all that they do and that they are offered appropriate **training** to support them in this

- To ensure that the **school website** contains information about what our policy is, how we monitor its effectiveness including publishing data and what actions we are taking
- To **celebrate diversity** in our school through a range of school events, such as our celebration assemblies and newsletter
- To ensure all **SEND** students have equal access to all aspects of school life

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.

We ensure that all staff including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

To inform our approach, the school collects information relevant to seven characteristics (race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment) and where appropriate also pupil achievement, attendance, exclusions and staff training. This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.

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
- 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

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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

With regard to our curriculum access and content:

We actively promote equality and diversity through the curriculum, ensuring equality of achievement for all. We achieve this through:

- the development of a balanced and challenging curriculum
- delivering a curriculum which promotes the spiritual, moral, social and cultural development of our pupils
- a curriculum which includes opportunities for all pupils to understand and celebrate diversity and difference, including their own and other religions/cultures, and for pupils to listen to a range of opinions and empathise with different experiences. Our aim is to create an environment which fosters respect for all
- maximising the extent to which all pupils have equality of participation to minimise the effect of cultural differences
- we use a variety of resources (displays, images, text books, multi-media resources) to model positive images and show a balanced view of a diverse and multicultural society
- we use a range of teaching strategies to ensure that we meet the needs of all pupils.

What we are doing to advance equality of opportunity between different groups

We collect data and monitor progress and outcomes of different groups of pupils and use this data to take action to close any gaps and support school improvement. This includes;

- monitoring academic progress and attainment by gender, ethnicity and economic status with appropriate intervention to ensure equality of achievement (for example for learners making slow progress/at risk of under achieving in acquiring age-appropriate literacy and number skills)
- liaising with feeder schools to ensure that provision effectively meets the needs of the children joining the school
- setting improvement targets for all pupils and monitoring progress on reaching these objectives

Staff management

We are committed to the implementation of equal opportunity for all and to the monitoring and active promotion of equality in all aspects of staffing and employment. This includes:

- all staff appointments and promotions being made on the basis of merit and ability and, where appropriate, in conjunction with a representative from the Governing Body
- appraisal and staff professional development being based on an objective assessment of the individual's capabilities, performance and potential
- ensuring that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams
- striving as an employer to eliminate discrimination, racial abuse/provocation and harassment in our employment practice and actively promoting equality across all groups
- promoting a healthy work/life balance
- facilitating flexible working opportunities, such as part-time work and job sharing.

Staff training

The school ensures that all staff understand and implement the key requirements of the Equality Policy.

The school provides training and guidance on Equality for all staff new to the school as part of their induction. Annually at the whole staff meeting at the start of the school year, training covers the principal expectations and duties of the Equality Act and the responsibilities of staff. Staff attendance is recorded.

School facilities

The school environment takes into account equality and diversity with a principle of access for all, particularly ensuring the physical environment enables disabled pupils to fully participate. Where facilities provide any access issues for some people, we put in place alternative arrangements as and when required.

This also extends to the way in which we manage any contracts or commission/procure any work.

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, Key Stage assemblies and Celebration assemblies
- Be reflective of the make-up of our School Council, House Captains
- Having a clear and positive behaviour system
- Ensuring equal access to after-school clubs and trips
- 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
- Trying to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Behaviour, Anti-bullying and Serious Incidents

Good behaviour is promoted and positive reinforcement used at every opportunity. The school also has a Behaviour and Anti-bullying policy

Should an incident take place, these are reported via the 'Serious Behaviour Incident Form' by the staff member. This is then shared with Senior Leadership Team (SLT). Appropriate action would then be taken promptly to address any concerns.

The school's approach takes full account of the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with additional needs and/or disabilities. The school challenges all forms of prejudice and prejudice-based bullying including homophobia, which stand in the way of fulfilling our commitment to inclusion and equality relating to the protected characteristics.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.