

Public Sector Equality Duty (PSED) Policy

Stanley Grove Academy



Date of Policy:	April 2024
Responsibility:	Governing Body
Review Date:	April 2025 <i>(with action plan objectives reviewed annually)</i>
Consultation:	This policy was developed, in consultation with staff and governors, following best practice advice from The Key as well as ensuring compliance with DfE guidelines for schools

ETHOS STATEMENT

It is the aim of the Governing Body of Stanley Grove Academy to develop policies and procedures which support the school's vision of:

'Aim high, work hard, be happy and successful'

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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:

- [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 & 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 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
- Discuss any issues with CEO and LGB
- 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 LGB where 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, or gay pupils/staff 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 where possible)
- 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 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, 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/carers to promote knowledge and

understanding of different cultures, e.g. by tweeting about celebrations in major world faith groups

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

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

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 LGB at least every 4 years.

10. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility plan
- Risk assessment

APPENDIX A: EQUALITY OBJECTIVES ACTION PLAN 2024 - 2029

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	<p>Raise Awareness of Equality & Diversity:</p> <ul style="list-style-type: none"> ○ Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness ○ Introduce all aspects of statutory RHE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers so they can support this at home 	<p>Head Teacher</p> <p>PSHE Leader</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Local Heroes and All Different All Equal topics and other curriculum events have been successful in raising awareness of equality and diversity. Information about events such as Pride, major religious festivals and events which promote cultural heritage have been promoted through Assemblies</p>

All	<p>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:</p> <ul style="list-style-type: none"> ○ 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 etc ○ Promote engagement of visiting speakers to school to broaden children's perceptions of equality and diversity ○ Ensure the school calendar and displays reflects opportunities to reflect and remember the importance of diversity, e.g. Black History Month, LGBT History Month, International Women's Day etc 	Curric Leaders	Ongoing	<p>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. updating the art SOW to show examples of artwork by a range of people from different cultures and backgrounds</p> <p>All reading spines from summer 21 to highlight the diverse role models (covering all protected characteristics).</p> <p>Calendar/assembly schedules include reference to opportunities listed and will continue to think about ways to promote this.</p> <p>Recruitment processes have been successful in increasing diversity within the staff and governing body groups. Events have been scheduled within the school diary again to promote equality and diversity. The environment has been developed to ensure representation from a diverse range of role models. Curriculum adaptations have been made for 22/23 to strengthen diversity, e.g. Islamic art.</p> <p>A recent 'Know Our Religion Day' led by the RE Junior leaders gave chance for the school to learn about other religions from the year 6 children. This included a parent coming into school to talk about their religious beliefs.</p>
		Curric Leaders	Ongoing	
		All staff	Ongoing	
			Ongoing	

All	<p>Ensure tolerance and respect towards individuals who identify with any of the protected characteristics:</p> <ul style="list-style-type: none"> ○ Ensure regular analysis of any negative behaviour incidents to identify any patterns 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 ○ Utilise collective worship (assembly) opportunities to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups ○ Respond to world news/current affairs issues (related to any individuals/protected characteristics) through assemblies (Picture News) or PSHE sessions ○ 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 	Deputy Head	Termly	: Behaviour analysis reflects on reasons and context of any incidents related to discrimination. Parents are involved as necessary. Core values, as well as assembly themes, strengthen pupils' understanding of equality & diversity related issues.
		RE Leader	Ongoing	Behaviour analysis now explicitly logs areas such as gender harassment and sexualised behaviour in addition to logs for racism or homophobia etc. The analysis includes actions to minimise or remove the chance of any behaviour, falling into these categories, occurring.
		PSHE Leader	Ongoing	Collective worship themes have identified key religious events as well as significant cultural activities.
		Head Teacher	Ongoing	

All	<p>Promote learning for all by ensuring that nobody is disadvantaged by any of the protected characteristics:</p> <ul style="list-style-type: none"> ○ 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 	Headteacher	Termly	<p>Attainment data includes analysis of outcomes for key groups which take account of socio-economic background, gender and ethnicity. Any gaps identified are addressed. Similarly, analysis of engagement at extra-curricular opportunities looks at equality of opportunity for all.</p>
		Extra-Curric Leader	Termly	

APPENDIX B: BACKGROUND INFORMATION & GUIDANCE

Part Two Our Legal Duties Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

○ Age –

A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.

○ Disability –

A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

○ Gender reassignment –

A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

○ Marriage and civil partnership –

Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

○ Pregnancy and maternity –

Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

○ Race –

A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

○ Religion and belief –

Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

○ Sexual orientation –

A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful)

○ Direct discrimination

Less favourable treatment because of a protected characteristic.

○ Indirect discrimination

A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

○ Harassment

Conduct which has the purpose or effect of violating dignity or creating a intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

○ Victimisation

Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

○ Discrimination arising from disability

Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

○ Gender re-assignment discrimination

Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).

○ Pregnancy/maternity related discrimination

Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

○ Discrimination by association or perception

For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools)

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans Schools are required to: Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person.

This involves removing or avoiding a physical feature, for example:

- Steps and lifts. Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) an Accessibility Plan to:
 1. Increase disabled pupils' access to the school curriculum
 2. Improve the physical environment
 3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

