

# Public Sector Equality Duty (PSED)

## Equality Information and Objectives

### Hardwick Primary School



**Approved by:** Governors

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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 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 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.
- 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 Head of School and/or Executive Headteacher.

The equality link governor is Andy Abbott. They will:

- Meet with the designated member of staff for equality at least once a year 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 Head of School/Executive 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor at least once a year to raise and discuss any issues
- Support the Executive 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.

The school has a designated member of staff (the Head of School) 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 which 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 clubs)

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

- Analyse attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement and implement actions in response
- 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

## **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 (age appropriate). Pupils will be encouraged to join in with such assemblies and we may also invite external speakers to contribute
- Working with our local community. This may include 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 should they occur. 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
- Developing 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 equivalent facilities for boys and girls

When planning school trips and activities, the school actively considers our equality duties and asks ourselves relevant questions, known as an Equality Impact Assessment. This is part of the planning process and done at the same time as the risk assessment.

## 8. Equality objectives

**Objective 1:** Narrow the gap in performance of SEND pupils

*Why we have chosen this objective:* Data for SEND pupils in English (reading and writing) and Maths is lower than non-SEND pupils.

*To achieve this objective we plan to:* Provide support for pupils in class through adult assistance and resources, monitor their progress against their Pupil Passport targets and seek outside agency assistance/guidance as required.

**Objective 2:** Narrow the gap in performance of disadvantaged pupils

*Why we have chosen this objective:* Data for disadvantaged pupils in English (reading and writing) and Maths is lower than non-disadvantaged pupils.

*To achieve this objective we plan to:* support pupils through use of the Pupil Premium Funding to achieve in English and Maths. Offer/provide opportunities to attend after school clubs and visits, including residential visits.

**Objective 3:** Raise the attainment in English for boys.

*Why we have chosen this objective:* Data for Boys in English reading and writing is lower than girls

*To achieve this objective we plan to:* Increase reading opportunities for boys, by extending reading material available and include titles that would appeal to boys. Embed the 'Accelerated Reader' program.

## 9. Monitoring arrangements

The equality link governor and headteacher will review and update the equality information we publish annually and this document will be reviewed by the Curriculum Committee and approved by the Governing Body.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.

## 10. Monitoring arrangements

This document links to the following policies:

- Accessibility plan
- Risk assessment