PALLISTER PARK PRIMARY SCHOOL/OUR CHILDREN 1st MAT

Public Sector Equality Duty Policy

1 Context

1.1 The Equality Act 2010

The Equality Act 2010 introduced a single public sector equality duty (Section 149), which applies to schools and academy trusts and covers all protected characteristics.

There are three main elements (General Duties) which, in addition to carrying out our other core functions as a School, the Act requires us to have close regard to, namely:

1. **Eliminating discrimination, harassment and victimisation and other conduct prohibited by the Act**

2. **Advancing equality of opportunity** between people who both share a protected characteristic and those who do not:

3. **Fostering good relations** between people who both share a protected characteristic and those who do not.

The policy must apply to both pupils and adults and the principles and values it includes must apply equally to everyone.

The Public Sector Equality Duty requires all Trusts/Schools to publish information about Equalities, and the Equality Act 2010 stated that the following 'protected characteristics' must be explicitly addressed:

1. Disability
2. Sex (gender)
3. Age
4. Race (ethnicity)

5. Pregnancy and Maternity
6. Religion and Belief
7. Sexual Orientation
8. Gender reassignment
9. Marriage and Civil Partnership

In order to help schools to meet the general equality duty, they must carry out the following two specific duties, namely:

- To publish information to demonstrate how we are complying with the equality duty; and
- To prepare and publish one or more specific and measurable equality objective

1.2 Pallister Park Primary School

At Pallister Park Primary our whole school ethos is based on valuing and respecting every individual. The School/Trust has a longstanding track record for advancing equality and promoting respect for difference and diversity. This commitment is central to the school/Trust's vision, ethos and values.

Our School/Trust is fully supportive of the provisions of the Equality Act and is totally committed to advancing equality of opportunity between both people who share any of the protected characteristics and those who do not share them.

We aim to provide a safe and secure environment which is fully inclusive to enable everyone to reach their full potential.

2 Our Equality 'Statement of Intent'

This statement provides information about how the Our Children 1st (OC1st) Multi Academy Trust, and Pallister Park Primary School in particular, will ensure it meets its Specific Equalities Duties.

2.1 We will continue to operate on the basis of a clear set of underlying principles that inform our approach to equality issues

2.2 We will continue to regularly review the curriculum offered to children of all ages and these reviews will include consideration of

how the curriculum can provide an appropriate focus on the children's spiritual, moral, social and cultural (SMSC) development

2.3 We will collect and publish equality information annually, and will use that equality information to help us to:

- identify key issues;
- understand the impact of our policies, practices and decisions on people with different protected characteristics;
- promote understanding between different groups of pupils and parents;
- assess whether we are discriminating unlawfully when carrying out any of our functions;
- identify what the key equality issues are for our organisation; and
- prepare and publish objectives and information to demonstrate how we are complying with the PSED.

2.4 We will continue to review on a regular basis the variances in attainment and progress between a range of student groups, focussing on narrowing the performance and attainment gaps across a range of student groups such as:

- Gender;
- Children with Special Educational Needs;
- Children from Black and Minority Ethnic Groups;
- Speakers of English as an Additional Language; and
- Children eligible for Pupil Premium.

These reviews will be informed by attainment tracking, lesson observations and talking to pupils, parents and staff.

Where attainment and progress gaps are identified we will use the positive action provisions of the Equality Act 2010 to take proportionate steps to help the particular groups of students concerned to overcome the identified disadvantages connected to their protected characteristics.

We will, where necessary, extend the range of areas covered by the policy to include, as many of the 9 protected characteristics identified as appropriate to our context.

2.5 We will publish information on an annual basis to demonstrate how the academy is complying with the PSED. This information will include, as required, information relating to people who share a protected characteristic.

2.6 We will 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;
- Working closely with parents and our local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school;
- Developing links with people and groups who have specialist knowledge about particular characteristics, to help inform and develop our approach.

2.7 The School/Trust will establish a set of equality objectives, and will review and update those objectives at least every four years through consultation between staff, and the Board of Trustees.

Our equality objectives for 2026 to 2030 are to:

1. Ensure all members of our school community feel valued and fully included, celebrating the diverse cultures, beliefs, backgrounds and abilities represented across our school.
2. Promote tolerance, respect and positive representation of individuals with protected characteristics through our curriculum, role models, and daily practice, ensuring all students both see themselves and learn about others.
3. Monitor and support participation of all student groups in the full range of school activities, including extra-curricular opportunities and student leadership roles.
4. Address performance gaps between key groups of pupils (including gender, SEND, ethnic minorities, EAL speakers, and Pupil Premium eligible children) through targeted teaching strategies and timely pastoral support.
5. Reduce incidents of discriminatory language and prejudice-based bullying through consistent recording, reporting and follow-up actions, using analysis of behaviour data to identify and address patterns related to protected characteristics.

6. Ensure staff awareness and readiness by including equality responsibilities in induction for all staff and anticipating the needs of incoming pupils from any protected characteristic group.
7. Maintain accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching where required.
8. Encourage broad horizons by helping children consider non-stereotyped career options and diverse pathways.

2.8 The School/Trust will continue to develop and strengthen effective partnership initiatives with local authorities, partner schools, parents, carers, and members of local communities aimed at improving education, and fostering good relations, across all groups of pupils with protected characteristics.

2.9 We will regularly remind staff and governors of their responsibilities under the Equality Act; new staff will receive training on the Equality Act as part of their induction; and all staff will receive refresher training every year as part of their annual safeguarding training. Additional, bespoke, training will be commissioned if and where a need arises

3 Roles and Responsibilities for delivering the Policy

3.1 The Board of Trustees 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 as necessary and that the policy and equality objectives are reviewed at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher and SLT;
- Meet with the Head Teacher (who has delegated responsibility for equality), and other relevant staff members, at least once a year to

discuss: progress with implementation of the policy; progress towards attainment of the equality objectives; and any issues that have arisen and how these are being addressed

- Attend equality and diversity training as necessary/appropriate

3.2 The Head Teacher and Senior Leadership Team will:

- Promote knowledge and understanding of the policy and equality objectives amongst staff and pupils;
- Ensure introduction of 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;
- Monitor success in achieving the equality objectives and report back to governors;
- Meet with the Trust Board at least once per annum to raise and discuss any issues;
- Identify, and arrange delivery of, staff training as required;
- Review the policy every four years, or sooner if required, in the context of:
    - Progress against the agreed equality objectives;
    - Planned, or desired, changes in school policy in areas covered by the 3
      General Duties of the PSED expectations;
    - Changes in the local demography or school intake; and
    - Changes in local or national policy in this area.

and present the findings of the review, together with any proposed changes to the policy and/or the equality objectives, to the Board of Trustees for further consideration and ratification.

Each review will be timed to coincide with the development/updating of the School's Improvement Plans.

3.3 All school staff will:

- Be expected to have regard to this document and to work to achieve the objectives as set out in section 2.6

4 Links to Other Policies

Equality is a fundamental theme of everything that takes place within our Trust/School and there are clear linkages between this policy and other key policies, particularly:

- The School Improvement Plan (SIP)
- The School's SEND policy and Accessibility Plan, with respect to the expectation of making reasonable adjustments;
- The School's Behaviour policy with respect to our procedures relating to prejudice related incidents, bullying, etc.
- The School's RSE policy with respect to teaching about equality.
- The School's Safeguarding policy with respect to inclusion, developing strong relationships with children, parents and staff.