ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL

Public Sector Equality Duty

Ratified by the Full Board of Governors: 23rd September 2025

Updated: Autumn 2029

ALL SAINTS' CE PRIMARY SCHOOL EQUALITY OBJECTIVES 2025/2026

(INCORPORATED INTO THE SCHOOL IMPROVEMENT PLAN)

- To support all 'disadvantaged'1 children, through equitable and proactive measures, so they can achieve in line with 'non-disadvantaged children, both within school and nationally.

- To enable children of all genders to achieve in line with national academic expectations, narrowing the gap between boys' and girls' attainment in all subjects.

- To raise awareness of the 'United Nations Convention on the Rights of the Child' by becoming a UNICEF 'Rights Respecting School.

- To increase opportunities for children with physical impairments to participate in sporting activities and the wider activities of the school.

[1] The Department for Education (DfE) and Ofsted use the same definition of 'disadvantaged pupils'. In the conditions of grant for the pupil premium, the DfE says that 'disadvantaged pupils' are:

- Pupils in year groups reception to year 11 recorded as 'ever 6 free school meals (FSM)'
- Looked after children (LAC), defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (LA)
- Children who have ceased to be looked after by an LA in England and Wales because of adoption, a special guardianship order, a 'child arrangements' order or a residence order

Public Sector Equality Duty Appendix A:

- There are 3 main elements under the PSED
- We are "required to have due regard to the need to":
- • Eliminate discrimination and other prohibited conduct.
- • Give equal opportunities to people who share a protected characteristic as with those who don't share it.
- • Foster good relations between people who share a protected characteristic and those who don't There's a legal definition for what it means to 'have due regard'.
- In practice, it means:
- • Demonstrating awareness of your duties under the Act by assessing the impact any decision or action will have on people with protected characteristics.
- • Considering any equality implications when developing and approving policies and reviewing them regularly with equality in mind
- • Integrating the PSED by carrying out the analyses necessary to comply with the duty seriously, rigorously and with an open mind. This means your process must be more than a box-ticking exercise • As a school, you can't delegate responsibility for carrying out the duty to anyone else The Governing Board Will ensure that we publish:
- • Information to demonstrate how we are complying with the Public Sector Equality Duty (PSED). This information will include information relating to people who share a protected characteristic.
- This will be updated at least annually
- We will update its objectives at least every 4 years

Public Sector Equality Duty Appendix B

Check List for School Staff and Governors Review

- Have all staff and governors received training in Equality and Diversity?

• Is information collected on gender, disability, social circumstance [for example if a child is in care, or a carer] with regards to both pupils and staff? Is this information used to improve the provision of services?

• Is pupil achievement monitored by gender, ethnicity, disability, special educational needs and those in receipt of Pupil Premium?

• Are all pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

• Are all pupils given the same opportunities to participate in physical activity, both in and outside of school hours (notwithstanding any physical restraint)?

• Is bullying and harassment of pupils monitored and is this information used to make a difference?

• Are stereotypes in terms of gender actively challenged in both the classroom environment and in the playground?

• Are equality issues considered when selecting the topics for teaching and learning?

• Are pupils encouraged to consider all career paths/occupations?

• Is the governing body representative of the pupils, staff and local community that it serves?