

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

All Saints' CE Primary School Equality Objectives 2023/2024

(incorporated into the School Improvement Plan)

1. 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.
2. 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.
3. To raise awareness of the 'United Nations Convention on the Rights of the Child' by becoming a UNICEF 'Rights Respecting School'.
4. 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

Appendix B

Check List for School Staff and Governors Review 2024

- 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?