



Public Sector Equality Duty

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What is the PSED?

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, and which extends to all 'protected characteristics' – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. There are three main elements within the act and in carrying out our functions, as a school, we must have regard for the need to:

1. Eliminate discrimination and other conduct prohibited by the act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

It should be noted that age is a relevant characteristic for schools when considering their duties as an employer but not in relation to pupils. The PSED replaces the previous three sets of separate duties to promote disability, race and gender equality. All schools must have 'due regard' to the three elements. Therefore, whenever significant decisions are being made, or policies being developed or reviewed, the school will consider carefully the equalities implications.

How does Cheadle Hulme Primary School comply with the PSED?

The school has a range of policies which make explicit the school's commitment to actively promoting equality of opportunity for all. The main policies dealing with equality of opportunity are:

- Equality Policy
- SEND Policy
- Behaviour and Anti-Bullying Policy
- Accessibility Plan

1. Eliminate discrimination

The school serves an area of social advantage with a small proportion of pupils coming from less privileged backgrounds.

We anticipate that the percentage of children from ethnic minority backgrounds will be lower than the national average and similarly the percentage of children with English as an Additional Language and children with Special Educational Needs and or Disabilities.

Tracking of all pupil outcomes takes place in a structured, systematic way and the school will intervene if there are any indications of underachievement, low attainment or concerns about specific groups or individuals.

Monitoring and evaluation, and the analysis of data, takes place across the school and is used within the improvement cycle at each Key Stage and phase. Assessment data informs the school's priorities for improvement and development.

2. Advance equality of opportunity

The school is committed to advancing equality of opportunity between people who share a protected characteristic and people who do not share it, and has put a range of approaches in place to ensure that this happens.

The school monitors and evaluates, frequently and regularly, the attainment and progress of all pupils and looks at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it. Interventions are then planned and implemented in order to close any disparities in performance. Examples of practice which advances equality of opportunity:

- Where necessary, we use the services of outside agencies to support families and individual pupils. We have our Primary Pastoral Manager who supports our most vulnerable pupils and families. Pupils with SEND, including those with medical needs, are fully supported by our SENDCo, teaching staff and external specialist professionals.
- We are actively developing links with local nurseries, primaries and secondaries to ensure that transition into Nursery, Reception and Year 7 run smoothly. We use the services of the Stockport Safeguarding Team and Child Adolescent Mental Health Service (CAMHS) for pupils who need this type of expert support.

3. Foster good relations across all characteristics

The school adopts a wide range of approaches to foster good relations across all characteristics. Some specific examples are as follows:

- The school participates in fund raising for charities supporting local, national and global issues, which are understood and supported by children.
- The strong global dimension of our curriculum develops our pupils' awareness of different countries and cultures.
- We are actively developing links with local faith organisations and invite people of faith to lead our assemblies.
- All trustees and governors demonstrate a high level of engagement with the school in areas such as health and safety, Social, Moral, Spiritual and Cultural development, SEND and equality. They concern themselves with the inclusive nature of our school, the well-being of staff and pupils and with attendance and behaviour.

We are committed to offering the wide variety of school run clubs currently available at our sister primary, Gorsey Bank. These take place outside of the school day and are free of charge. The impact of this is that all children can experience enrichment activities additional to the statutory curriculum.

We intend to use Twitter and a range of media sources to engage with the outside world at a global level and 'Global Learning' is a key part of both the PSHE and the wider curriculum. This has proven to be a highly effective way to broaden our pupils' SMSC development at Gorsey Bank.

Our Equality Objectives

Under the Public Sector Equality Duty (PSED) the school is required to set Equality Objectives. Our published information must be updated annually and objectives published at least once every four years.

Objective 1: To realise our Trust's Vision that, 'Every child, regardless of background or circumstance will flourish, enjoy their education and succeed. Their experience at primary school will pave the way for success at secondary school and beyond and will ultimately open the door to the future of their choice.'

Objective 2: To ensure that reviews of all school policies include information about, and links to, PSED. In order to eliminate discrimination all school policies will be reviewed and revised to ensure that where relevant the importance of avoiding discrimination, victimisation or harassment is expressly noted.

Objective 3: To ensure that staff induction includes raising awareness of, and staff understanding their responsibilities under, the Equality Act.

Objective 4: To further develop our school community's understanding of our four Curriculum Drivers (Collaboration, Respect, Technology and Possibilities).

Objective 5: To further develop the SMSC aspects of school life.