

DBAT AND SMRP

PUBLIC SECTOR EQUALITY DUTY AND OBJECTIVES

2023 - 2026

What is the Public Sector Equality Duty?

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the **Equality Act 2010**. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality.

The PSED applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

Protected characteristics:

The Department for Education (DfE) has published non-statutory advice that sets out schools' obligations under the PSED.

Paragraph 5.1 explains that the PSED extends to the following **protected characteristics**:

- Race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment

Three key elements of PSED:

Paragraph 5.1 of the document explains that the PSED has **three main elements**. In carrying out their functions, public bodies are required to have 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, and between people who share a protected characteristic and people who do not share it

Due Regard:

Paragraph 5.4 of the DfE's advice says that '**due regard**' has been defined in case law and means giving "relevant and proportionate consideration to the duty".

For schools, this means:

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics

- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis
- The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

Specific duties for schools:

The PSED introduces secondary legislation in the form of **specific duties**. The duties require schools to:

- Publish information to demonstrate how they are complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
- Prepare and publish equality objectives
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Schools are required to update this published information **at least annually** and to publish objectives at least **once every four years**.

What does our school do to eliminate discrimination?

- We have set a **clear vision and values** which expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as such to the public and our wider community.
- We have **up-to-date and ratified policies** which set out a clear message that discrimination is not tolerated: staff code of conduct, behaviour, anti-bullying, safeguarding and child protection.
- We understand that it is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability and one of our **equalities objectives** addresses this.
- The governing body and school leaders involved in recruitment will **avoid unlawful discrimination in all aspects of employment** including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Another one of our **equalities objectives** addresses this.
- Through a **structured PSHE curriculum offer, assemblies, workshops and visits**, equalities will be discussed with and taught to the children, exemplifying the **British Values** and **school values** that we believe in.



Equality information

School: St Mary Redcliffe Primary

SMRP - Our school community - protected characteristics:

1. Gender – Girls 49.7% Boys 50.3%
2. Ethnicity – White British 44%, Somali 8%, White Western European 2.8%, White Eastern European 2.5%, Black African 6.5%, Other Black 3%, Pakistani 2%, other 30.2%
3. Religion/belief - No religion 42%, Christian 23.1%, Muslim 25.9%, other & unknown 9%,
4. Disability/SEND - 13.5%, EHCP 0.7%,

No Information was available on the following protected characteristics:

- **Gender Reassignment:** SMRP did not have any information on whether any of the children on roll had reassigned their gender.
- **Sexual Identity:** SMRP did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question has not been asked as part of routine data collection.

Our equality objectives

Through analysing pupil data for relevant protected characteristics, the following objectives have been set:

	Objective	Protected characteristics	Target group	Why	How it will be achieved	Intended outcome
1	To ensure that all new arrivals to school have sufficient and targeted support in accessing the curriculum	1234	Specifically new arrivals but not exclusively	Significant levels of new arrivals to school in late 2023 and high levels of leavers	Adherence to our new arrivals policy and action plan	Well supported and integrate pupils
2	To increase levels of pupil engagement across the school resulting in increased attendance and reducing persistent absences	1234	Identified families	There are pockets of poor attendance and PA	Attendance monitoring and follow up action points with families	Statistics for attendance show improvement
3	To continue to develop levels of pupil and family engagement in school led activities	1234	The various ethnic groups who attend our school but rarely attend events	Some of our families never attend school events specifically and are	Target specific groups when holding events or offering specific school led	Engagement in learning and school events has risen

			disengaged from school	activities and clubs	
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