



## **Public Sector Equality Duty: Meeting the needs of all members of the school community**

### **School policy statement on equality**

Our school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded values and our Curriculum Drivers.

#### **Our Values**

- Friendship
- Respect
- Responsibility
- Honesty
- Trust
- Excellence
- Determination

#### **Our Curriculum Drivers**

- Solid Foundations
- Global Child
- Good To Be Me
- Growth Mindset

Through our Equality Policy we aim for the following.

1. We are committed to treat everyone fairly and with respect.
2. We ensure that our school is a safe and secure environment for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
4. We recognise that for some pupils extra support is needed to help them to achieve and be successful.
5. We make sure that people from different groups are consulted and involved in our decisions if appropriate, for example through talking to pupils and parents/carers, through questionnaires and surveys.
6. Our aim is to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national

origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

7. We will ensure that all policies reflect our equality duty.

### **The Equality Act 2010 specifies the duties that a school has.**

The basic aim of the Act is 'to support good decision-making by ensuring that public authorities understand how different people will be affected by their activities, so that services are appropriate and accessibility to all and meet different people's needs'.

The Act simplifies and streamlines the various pieces of anti-discrimination law. It establishes the following nine **protected characteristics**:

1. Age (The protected characteristic applies to schools as employers, but not with regard to the treatment of pupils and prospective pupils)
2. Disability
3. Ethnicity and race
4. Gender
5. Gender identity and transgender
6. Marriage and civil partnership
7. Pregnancy, maternity and breastfeeding
8. Religion and belief
9. Sexual identity and orientation

From our school's perspective, the Act covers all aspects of school life that are to do with how we treat our pupils and prospective pupils, and their parent and carers; how we treat our employees; and how we treat members of the local community.

As a result, our school has a **general duty** and certain **specific duties**.

### **General Duty**

Since 6th April 2011, Grangefield School has been bound by a clause in the Equality Act 2010, which is known as the Public Sector Equality Duty (PSED). It has three components that we must have 'due regard' to the need to:

1. **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the Act
2. **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
3. **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

### **Positive action**

People with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions that enable our school to take action to tackle such disadvantages and the needs arising from them, or to address disproportionately low participation by a particular group of pupils.

These are known as the positive action provisions and they permit schools to take proportionate action, if they wish, to address the disadvantage faced by particular groups. The DfE have indicated that such measures could include targeted provision or resources, or putting in place additional or bespoke provision such as:

1. Adapting learning resources and teaching practices to enhance the learning experience of pupils with learning and physical disabilities.
2. Using evidence and monitoring tools to track pupil achievement and participation in school activities

3. Supporting children from low income families to attend enhancement activities.

It should be noted that positive action of these kinds is not the same as positive discrimination.

### **Specific duties**

In order to fulfil the three aims of the general duty, we have two sets of specific duties:

1. **To publish information** which demonstrates their compliance with the duty to have due regard for the three aims of the general duty
2. **To prepare and publish specific and measurable objectives** which they will pursue over the coming years to achieve the three aims.

### **Grangefield Objectives 2022-25**

1. Through our Curriculum Drivers Global Child and Good To Be Me and our curriculum planning, to actively embed our school values, together with the fundamental British values as a platform for developing a better understanding of all groups in society, promoting diversity and to aid the elimination of discrimination.
2. To be an inclusive school, ensuring equality of opportunity for all children regardless of age, gender, sexuality, ethnicity, educational need or economic circumstances.
3. To foster good relations between all members of the school community, promoting diversity and to aid the elimination of discrimination.

**Review date: January 2022**

**Next review date: January 2023**