



Thomas Gray Primary School



Public Sector Equality Duty

Approved By	Full Governors. A.P. Taylor via Zoom
Approved on	28th Sept 2021
Review Date	Autumn 2023

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having 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 – between people who share a protected characteristic and people who do not share it

What is the Public Sector Equality Duty (the PSED)?

The Public Sector Equality Duty requires public bodies to promote equality. The relevant protected characteristics are-

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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

4. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Share attainment data each academic year showing how pupils with different characteristics are performing
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. providing a prayer room if necessary)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

5. How does Thomas Gray Primary comply with the Public Sector Equality Duty?

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

- British Values
- Accessibility plan
- Equality policy
- SEND policy
- Behaviour and anti-bullying policy
- Religious Education Policy
- Jigsaw Policy
- Assembly and Collective Worship Policy
- Staff Behaviour Policy

Thomas Gray prides itself on being an inclusive school that cares for every individual child. In doing so, we promote and deliver a range of strategies to ensure that we comply to the Public Sector Equality Duty. Some of these are;

- Promoting the rights of each individual as outlined in the United Nations Charter through our ethos, behaviour policy and curriculum content.

- Promoting tolerance, individual liberty, friendship and understanding by actively promoting British Values through assemblies, workshops and Jigsaw lessons.
- Promoting tolerance, mutual respect and understanding through RE lessons, assemblies, and working with the community by inviting in leaders of local faith groups to speak in assemblies and deliver class workshops.
- Taking steps to meet the needs of individuals – for example, withdrawal from prayer and worship and promoting friendship groups.
- Promoting inclusion, tolerance, friendship and understanding through different aspects of our curriculum. This includes teaching in RE, PSHE and other subjects. In English, a variety of text from a range of cultures will be used.
- Leading on assemblies to explore and deal with relevant issues; including Picture News assemblies to support social teachings
- Fundraising for many charities
- Supporting all staff and children to reach their potential
- Interventions to maximise the progress of all groups of children
- Encouraging children who have a particular character to participate fully in all activities – for example; after school clubs, sport lunchtimes, choir
- Curriculum trips that meet the needs of all children
- Active promotion of the Thomas Gray’s Behaviour policy
- Active promotion of the Thomas Gray’s Anti-bullying policy
- Restorative justice – supporting any tensions between different groups of pupils within the school
- Support through play therapy with the school counsellor
- Pupil participation in school activities such as the school council; ensuring that is formed of pupils from a range of backgrounds.

6. Equality objectives (2020 - 2024)

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.

Target 1

To maintain the very low numbers of incidents of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act

- **How:** To continue to embed JIGSAW and focus on character strengths. To continue with staff professional development in behaviour management.
- **Impact:** will be measured through incident books- bullying logs/ pupil voices

Target 2

To promote cultural development and understanding through a rich range of experiences both in and beyond the school

- **How:** To ensure that the school curriculum embraces different cultures. To ensure that all classes have visit or visitor linked to cultural development
- **Impact:** Pupil survey- review and monitoring of curriculum and extended curriculum

Target 3

To promote and encourage SEND pupils through inclusive teaching provision, intervention and support linked to targets identified on their SEND plans.

- **How:** To ensure that the SEND learning plans are of a high quality , through support from Inclusion team and scrutiny by SENDCo. To ensure that the actions identified on the plans are put in place and delivered through high quality first teaching and interventions.
- **Impact:** Inclusion consultant reports; SENDCo scrutiny of plans and work report; SENDCo learning walk evidence; Intervention progress data