

# John Perry Primary School



## Public Sector Equality Duty

Date: March 2024  
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## Public Sector Equality Duty (PSED)

### 1. Introduction

The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education.

The [Equality Act 2010](#) replaces all the existing equality law including:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995

Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

### 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 Main Elements

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

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
- Schools are required to update this published information at least annually and to publish objectives at least once every four years.

Equality of opportunity is a fundamental aspect of the ethos at John Perry Primary School. It is the responsibility of the Governors, Head Teacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

### How does our school comply with the PSED?

We aim to ensure that every pupil and member of staff is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Equal access and treatment for everyone
- Being responsive to changing needs
- Educating and informing children, staff and parents about the issues in this policy
- Avoiding prejudice
- Promoting tolerance and mutual respect, regardless of differences
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities.

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.

In addition to this:

- Ensuring that displays around the school reflect a variety of positive images which are free from stereotyping associated with gender, race or physical disability
- Planning a programme of assemblies which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society
- Ensuring that all assemblies are free from messages or language which undermine principles of tolerance or understanding
- Encouraging adults from a broad spectrum of society to visit the school, particularly to demonstrate role models which are non-traditional for their sex, ethnicity or disability
- Including in the school's behaviour policy a reference to the avoidance of bullying, sexual violence and sexual harassment, together with clearly understood procedures for dealing with any occurrences
- Ensuring that sanctions used in the school are the same for boys and girls and applied equally
- Making it clear that sexist and racist abuse is unacceptable
- Ensuring that school publications reflect the commitment to equal opportunities and are free from gender or cultural bias
- Providing access throughout the school site for wheelchair users and people with other disabilities, as resources allow
- Encouraging and developing positive links with the local community
- Making all visitors feel welcome

Classroom practice:

- Ensuring equal access to resources, equipment and toys
- Taking steps to build the skills and confidence of children in areas where they may traditionally be lacking in confidence, e.g. dance for boys, football for girls
- Ensuring equal opportunities for talking and listening in whole class discussion, group work and paired work
- Dividing teacher time equitably between girls and boys
- Creating an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose
- Teaching children the skills to resolve conflicts and become assertive

Curriculum Planning and Design

- Reviewing the taught curriculum and actively seek opportunities to address the issues of equal opportunities
- Ensuring that multi-cultural issues are not presented in a tokenistic way

- Being aware of, and challenging, bias and stereotypical viewpoints within our teaching and language e.g. presenting images of Africa or India only as poor and rural
- Drawing on examples from many cultural traditions and recognise Britain as having a diverse cultural background
- Helping children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, disability)
- Being aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area.

#### Assessment

- Monitoring assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations.

#### Resources

- Preparing and selecting resources which are free from cultural or gender bias, wherever possible
- Where their use is unavoidable, employing biased resources as a means of provoking discussion of equal opportunities issues.

#### **Our School's Equality Objectives**

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- To include in resources books, materials and equipment that are multicultural and nonsexist, providing positive images of all groups
- To ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, Governors, children and all who participate in the school.

#### **The Law**

Unlawful discrimination occurs when one person receives less favourable treatment because of their having one or more protective characteristic.

The law is extensive and complex especially when the implications of the Human Rights Act, also feature in considerations. Accordingly, the school will provide general guidance on matters which require clarification whilst ensuring professional guidance is sought when specific reference is needed to the Equality Act 2010 and relevant EU legislation.

#### **Direct and Indirect Discrimination**

In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after reference to the Headteacher. Where doubt exists, then reference should be made to the Headteacher.

## **Staff**

The school values diversity amongst the staff. In all staff appointments the most suitable candidate will be appointed on professional criteria, with recruitment carried out ensuring safeguarding children and safer recruitment in education procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.

## **Identification**

Teaching staff and school helpers will observe children at play and in classrooms always seeking to identify good and unacceptable behaviour.

Instances of unacceptable or inappropriate behaviour will be addressed at the time but repeated abuse will be recorded for discussion with the Headteacher, parents and Governing Body.

Suitable training is to be undertaken by relevant teaching staff and Governors to aid the identification of discrimination, learn techniques for managing abuse and to keep abreast of changes in the law.

This document and others relevant to standards of behaviour (e.g. Behaviour Policy) will be available on the school website for reading by the Governing Body, staff, parents and visitors.

An "Open Door" policy will continue to operate in order that parents may discuss their concerns with the Headteacher and staff. Equally, early advice should be given of any protective characteristic (or suspected protected characteristic) which may affect a child's performance and/or behaviour at school.

Consultation with parents, GPs, health visitors, speech therapists etc. may also be sought in appropriate circumstances.

## **Positive Action**

Unlike positive discrimination, which is in itself unlawful, positive action will be fostered in line with current best practice:

- Staff will continue to use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all genders, races, age groups etc.
- Job vacancies will be widely advertised to promote a diversity of candidates.

## **Daily Procedures**

Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.

Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.

Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.

Assemblies will reinforce equal opportunities and the benefits of a mixed society.

Clear and constant messages will be given regarding the School Values and disciplinary procedures in line with the policy on behaviour.

### **Involving Parents and Carers**

As with all school policies, there is a critical role to be played by parents and carers. Several aspects of this document have referred to the consultation process and the need to reinforce good behaviour in our community.

Parents will continue to be informed of their child's behaviour, good and bad, together with any aspects of their attitude towards others which gives rise to concern. Initial liaison regarding discrimination problems is expected to be of an informal nature, by the class teacher, the school's Learning Mentor or a member of SLT.

However, records will be maintained of abuses and ongoing concerns will be discussed in depth by the Headteacher and parents/carers. Parents or carers who are unavailable/unwilling to discuss individual cases will receive a letter about concerns, inviting their response, a copy of which will be held on file.

All forms of discrimination by any person within the school are to be treated seriously and a careful note kept of any such incidents. It must always be made clear that such behaviour is unacceptable. Subsequent incidents should be reported to the Headteacher or Deputy Headteacher - when a decision will be made as to involvement of the parents of the children concerned.

In the event that formal disciplinary proceedings are contemplated, or if co-operation is not evident, the Governing Body will be consulted and a plan of action agreed. Continued unacceptable behaviour could result in suspension or exclusion procedures for the pupil.

### **Practice around the School**

- All children should have work displayed at some time during the school year
- Children with special educational needs must be given equal access to the curriculum
- All children have equal access to extra-curricular activities
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining.
- All children should have equal opportunities to help with jobs
- All children should have equal opportunities to become School Leaders (for instance, School Councillors, House Captains or Vice-Captains, Playground Buddies)
- All children must have an opportunity to take books home to read
- Children should be involved in formulating class rules at some point in each academic year

- Parents/Carers and Link Governors have an opportunity to view the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the 'wider community' is portrayed.
- Procedures for the elections of Parent Governors should be open to all
- The school will take part in annual events such as Black History Month, Autism Awareness Week or Women's History Month

Our aim is to have a zero incidence of, and tolerance for, discriminatory behaviour. The school should exude a confident, progressive approach to the aims set out in this policy, actively demonstrating the benefits of mixed contributions and teamwork.

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