



Statement On Meeting The Public Sector Equality Duty

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Introduction/Background

The public sector equality duty (PSED) was introduced in the Equality Act 2010. This Act replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful and it extends the protection from discrimination in certain areas.

What is the PSED?

The PSED means that 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 Act
- 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.

How We Promote Equality and Eliminate Discrimination in our School

Our School Vision:

'Our vision is to be an excellent, God-centred, values-based, community-focused school where everyone is welcomed, encouraged and included.

Our children will develop as creative, determined learners and responsible citizens inspired to achieve their God-given potential and live life in all its fullness. We will foster understanding, tolerance and forgiveness within our caring Christian community'.

Our Ethos:

'Recognising its historic foundation, the school will preserve and develop its religious character in partnership with the Church of England at parish and diocesan level.

The school aims to serve the whole community by providing an education of the highest quality. It aims to promote Christian values and respect for differing values and cultural diversity through the experience it offers pupils.'

In Silsoe Lower School we have always embraced the values that underpin the Equality Act and they are articulated in our vision and school ethos.

This vision is shared by the Governing Board, all staff and pupils and serves as the focus for the strategic direction of the school.

School Policies and Procedures

The school has a comprehensive set of policies covering all aspects of school life. In order to ensure that these support the spirit of the Equality Act and promote the public sector equality duty (PSED), the Governing Board's Pupils and Curriculum Committee carried out an initial equality impact assessment. As policies are subject to periodic review each policy will be reviewed to ensure it supports the PSED. All members of staff and all members of the Governing Board have been briefed on their responsibilities under the Equality Act and public sector equality duty.

Self-evaluation

Self-evaluation of our mission statement and the quality of educational provision is integrated into all of our work.

In order to meet and exceed the general and specific duties of the Equality Act, our aims as a whole school are:

- for all pupils to work in an ethos and atmosphere of dignity and fairness
- to secure and maintain excellent teaching, learning and assessment for all pupils
- to 'narrow the gaps' in achievement between different groups and national standards
- to ensure pupils are free from bullying, including all types of prejudice-based bullying
- to deal with unacceptable behaviour and disruptions to learning
- to build a cohesive school community where all pupils can thrive and achieve their potential.

Evaluating Outcomes and Provision

Pupils' achievement

In order to ensure that all pupils achieve to their potential, we build up a comprehensive knowledge of each individual child. This is used to set targets for every child, for classes and year groups. Progress towards these targets is analysed systematically and regularly and this information is used to tailor provision by providing additional challenge and/or support.

Performance in national assessments is also analysed using a range of data sets provided by Ofsted, the Department for Education and the local authority. Based on this analysis, the school identifies priorities and objectives for achievable and measurable outcomes.

Data accumulated over many years provides robust evidence that the school successfully meets its duty to provide an excellent education for all pupils.

Behaviour and Safety

Behaviour and safety in our school are at least good and often outstanding. The children have excellent attitudes to their learning and take a great pride in their work.

Bullying is very rare but there are clear procedures for dealing with all bullying and particularly any prejudice-related bullying. Staff are trained to identify and deal with this effectively.

Surveys and discussions show that pupils feel safe from bullying, harassment and oppressive behaviour. There is a strong bond of trust between children and adults as a result of our Values based Education. The children are very confident to share any concerns and know that staff will address all issues of discrimination and prejudice quickly and sensitively.

Direct observations and school records show that the school is very successful in promoting excellent relationships at all levels.

Teaching

Teachers and Teaching Assistants use a range of teaching and learning strategies in order to engage pupils of all abilities and learning styles. Where appropriate there is additional support and special provision for individuals and focus groups.

The curriculum covers equality issues very well. Appropriate to age and stage of development, pupils learn about issues such as prejudice, promoting community cohesion, special British values and understanding and appreciating diversity.

In the classroom, practical issues such as seating and grouping arrangements support good relations and respect between different groups of pupils. Teaching materials in all subjects have positive images of all people including those with protected characteristics.

Lesson observations, scrutiny of pupils' work and other evidence demonstrates that all pupils have access to a rich and varied curriculum and their personal characteristics and learning needs are taken into account.

Leadership and Management

The Governing Board and leaders at all levels are committed to taking positive action to advance equality and tackle discrimination. This is demonstrated in the school development plan, self-evaluation documents and partnerships, especially with parents, carers and the local community.