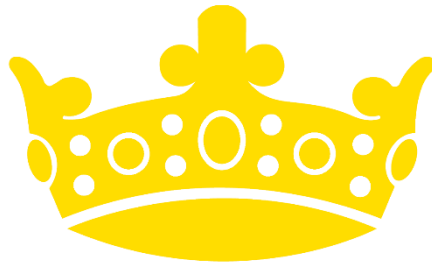


Manorcroft Primary School



Equality Information & Objectives (PSED)



Equality Information & Objectives (Public Sector Equality Duty - PSED)

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.

2. Legislation & 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 requires 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. Roles & Responsibilities:

The Governing Body will:

- Ensure that the equality information and objectives, as set out in this statement, are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive Equality and Diversity training as part of their induction, and all staff receive refresher training every 2 years.
- The Senior Leadership Team (SLT) monitors equality issues and makes governors aware of these as appropriate.



5. Advancing Equality of Opportunity:

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (eg. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (eg. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (eg. encouraging all pupils to be involved in the full range of school extra-curricular activities).

In fulfilling this aspect of the duty, the school will:

- Signpost to attainment data each academic year showing how pupils with different characteristics are performing.
- Where appropriate, analyse the above data to determine strengths and areas for improvement; implementing actions in response and publishing this information.
- Make evidence available identifying improvements for specific groups (eg. declines in incidents of homophobic or transphobic bullying).
- Signpost to further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering Good Relations:

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Education (RE), Personal, Social, Health & Economic education (PSHE), an understanding of the British Values within the curriculum and work based around Spiritual, Moral, Social & Cultural development (SMSC). Other curriculum areas are also included, eg. as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which then helps inform and develop our approach.

7. Equality Considerations in Decision-Making:

- The school ensures it has due regard to equality considerations whenever significant decisions are made.
- The school always considers the impact of significant decisions on particular groups. For example, when a school visit or activity is being planned, the school considers whether the visit:
 - Cuts across any religious holidays
 - Is accessible to pupils with disabilities
 - Has equivalent facilities for boys and girls
- Our visits and activities risk assessments show that we have actively considered our equality duties and asked ourselves relevant questions when planning school trips and activities.



8. Equality Objectives:

Objectives set June 2025

Objective 1:	To implement biennial refresher training relating to our duty in line with the Equality Act, giving staff an opportunity to raise questions and concerns confidently
	<p><u>Why we have chosen this objective:</u></p> <ul style="list-style-type: none"> To ensure that staff are confident to raise questions and concerns and are able to reflect on their duty in line with the Equality Act <p><u>To achieve this objective we plan to:</u></p> <ul style="list-style-type: none"> Carry out biennial refresher training <p><u>Progress we are making towards this objective:</u></p> <ul style="list-style-type: none"> Developing the training, delivering this to all staff and acting upon any staff questions or concerns, influencing future training needs
Objective 2:	To review and develop our curriculum and school activities (including assemblies), ensuring learning materials are diverse and represent races, religions and those with disabilities
	<p><u>Why we have chosen this objective:</u></p> <ul style="list-style-type: none"> To promote understanding and tolerance amongst the pupils <p><u>To achieve this objective we plan to:</u></p> <ul style="list-style-type: none"> Identify and review the learning materials/activities that represent races, religions and those with disabilities <p><u>Progress we are making towards this objective:</u></p> <ul style="list-style-type: none"> Review of the curriculum and yearly activities
Objective 3:	Actively encouraging all children, and in particular, those with a characteristic, to take part in school activities, especially those where the pupils are representing our school (eg. School Council and sports teams)
	<p><u>Why we have chosen this objective:</u></p> <ul style="list-style-type: none"> To ensure pupils with different characteristic are represented throughout the school <p><u>To achieve this objective we plan to:</u></p> <ul style="list-style-type: none"> Monitor the children taking part in school activities and encourage uptake from pupils with a different characteristic <p><u>Progress we are making towards this objective:</u></p> <ul style="list-style-type: none"> Analyse pupil lists to ensure that pupils with a characteristic are represented throughout the school

9. Monitoring Arrangements:

- The Governing Body and Headteacher will review the equality information we publish at least every year.
- This document will be updated by the Governing Body and Headteacher at least every 4 years.
- This document will be approved by the Governing Body.

Policy Agreed: June 2025
Review Date: Summer Term 2026