

How We Comply with the Public Sector Equality Duty (PSED) 2024-25

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This is a working document, and it may be updated at any time during the school year.

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1. Our Equality Aims

- 1.1. Our vision is to be ‘Outstanding in Every Respect’ through the constant drive for excellence across the school.
- 1.2. Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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. Our Equality Duty

- 2.1. The duty applies to all students, staff and other members of the community who use the school facilities. We will give relevant and proportionate consideration to the PSED when considering our provision.
- 2.2. Protected characteristics under the Act are:
 - Disability
 - Gender reassignment
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
 - Age (only applicable to staff, not students)
 - Marriage and Civil Partnerships (only applicable to staff, not students).

Age, marriage and civil partnership are not protected characteristics within the school’s provisions for students.
- 2.3. Please read the school’s Equality Information and Objectives Policy and our Public Sector Equality Duty (PSED) Policy for further information.
- 2.4. In exercising our duty, we will consider the six ‘Brown principles’ of ‘due regard’:

- **Awareness** - all staff know and understand what the law requires
- **Timeliness** - implications considered before they are implemented
- **Rigour** - open-minded and rigorous analysis, including parent/carer and student voice
- **Non-delegation** - the PSED cannot be delegated
- **Continuous** - ongoing all academic year
- **Record-keeping** - keep notes and records of decisions and meetings.

3. Demonstrating Compliance

3.1. ELIMINATING DISCRIMINATION

3.1.1. Publication of Information

We publish the following items of information to help demonstrate compliance with the PSED.

INFORMATION TYPE	NAME	LOCATION	IN PLACE
Policy	Accessibility Plan	School website	✓
	Admissions (of students)	School website	✓
	Anti-Bullying	School website	✓
	Behaviour	School website	✓
	Complaints	School website	✓
	Equality Information & Objectives	School website	✓
	Public Sector Equality Duty (PSED)	School website	✓
	Staff Policies including (Discipline and Grievance)	Staffroom	✓
	Staff Pay	Staffroom	✓
	Staff Safer Recruitment	School website	✓
	SEND	School website	✓
Statement	School Ethos & Values	School website	✓
Trustees	A note of discussion at an Academy Trust Board meeting	Minutes	✓
Staff Training	A note of relevant staff training / dissemination	Available from school on request	✓

3.1.2. Monitoring Equality Issues

INFORMATION TYPE	NAME	
General School Data	Our Public Sector Equality Duty (PSED) Policy contains the latest information about the numbers of students with particular protected characteristics.	✓
	Whilst we are not required to publish staff information, this is also published in our PSED Policy.	✓
Attainment/Progress Data	Analysis of data for students with different characteristics	✓
Behavioural Data (students)	Analysis of particular behavioural trends of behaviour related to protected characteristics utilising PARS, our behaviour tracking system	✓

3.2. ADVANCING EQUALITY OF OPPORTUNITY

INFORMATION TYPE	NAME	IN PLACE
General School Data	<p>Public Sector Equality Duty (PSED) Policy contains the latest information about the numbers of students with particular protected characteristics, from which we will interrogate data and, where required, identify issues that could affect our students and/or create relevant further actions.</p> <p>Our impacts include:</p> <ul style="list-style-type: none"> • Curriculum visits - financial assistance is offered on basis of need • Extra-curricular activities - offered to all students. On occasion, activities are targeted to students in receipt of Pupil Premium • Support for school uniform and sports kit purchases • Specific targeted financial support for refugees and/or asylum seekers, including accessing available grants • Student Voice is a feature across the school and all students are eligible to represent their tutor group or year group • Additional aids (e.g., laptops and other school equipment) are provided for students (and staff) where appropriate to eliminate barriers to learning (and for teaching and support work) • Periodically reviewing attendance data for students • Periodically reviewing suspension and exclusion data for students. 	✓
Attainment/Progress Data	<p>Analysis of data for students with different characteristics and any relevant actions to advance the performance of groups, e.g.,</p> <ul style="list-style-type: none"> • Data is analysed by groups and interventions are put in place to reduce attainment gaps e.g., boot camps for students struggling to complete NEAs in their own time • Recovery interventions for students finding it challenging to access specific parts of their education e.g. Maths PPA club 	✓
Behavioural Data (students)	<p>Analysis of particular trends of behaviour and any improvements related to protected characteristics, e.g.,</p> <ul style="list-style-type: none"> • Dealing promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to protected characteristics • Supporting students via the pastoral support office with non-teaching members of staff • Periodically reviewing exclusion and suspension data • Periodically reviewing attendance and punctuality data. 	✓
Initiatives	<p>Any school developments or policies that are designed to promote equality for particular groups. Current initiatives:</p> <ul style="list-style-type: none"> • 'Positive About Disability' - recruitment of staff • 'New To You' - School Uniform initiative for previously used / recycled items of uniform, kit or equipment and resources • 'Active in Mind' - Youth Sport Trust initiative to develop student wellbeing and mental health linking KS3 Sports Leaders with Year 7 vulnerable students • 'Health Ambassadors' - student leadership opportunity within the school's ambassador programme. 	✓

3.3. FOSTERING GOOD RELATIONS

We will demonstrate how we foster good relations between those who share a protected characteristic and those who do not share it.

INFORMATION TYPE	NAME	IN PLACE
Curriculum	Aspects of the curriculum that promote tolerance, friendship, understanding of different religions and cultures <ul style="list-style-type: none"> • Corridor displays highlight protected characteristics • Positive imagery of those with protected characteristics is encouraged across all lessons • Support is given to Muslim students when they are fasting during Ramadan (adjustments are made to the PE curriculum) • Teaching and learning of different cultures and religions are encouraged across all areas of school. • Various subject specific aspects of the curriculum. 	✓
	Aspects of the PSHE Education programme that promote tolerance, friendship, understanding of different religions and cultures <ul style="list-style-type: none"> • Black History month and annual related activities • Holocaust memorial work and visits • Environmental work - and the introduction of Eco Ambassadors • Relationships and Sex Education (RSE) programme • Sixth Form Enrichment PSHE lessons include tolerance in relation to sexual health and preference. 	✓
Pastoral Work	Specific actions to promote community and decrease tensions between groups <ul style="list-style-type: none"> • Students are aware of the members of staff responsible for pastoral work and which members form the school's Safeguarding Team • There is a system in place to log or report any incident based on prejudice or harassment. Records are interrogated and reported to Trustees at least annually • The students are fully aware of how to report any incidents through the Pastoral Support Office (staffed by non-teaching staff). 	✓
	Assembly programme includes: <ul style="list-style-type: none"> • Year and House assemblies encompass a range of themes to promote tolerance, friendship, understanding of different religions and cultures • E.g., Sixth Form - themes of tolerance, religious and cultural identity are addressed. 	✓
	Theme of the Week; Thought for the Day <ul style="list-style-type: none"> • Our themes and thoughts are often created to promote tolerance, friendship, understanding of different religions and cultures • E.g., Togetherness and Harmony; Kindness Costs Nothing; Human Rights; Equality v Equity; Different But Equal etc. 	✓
Community	Working with the local community e.g., <ul style="list-style-type: none"> • The Food Pantry at Ivybridge • The retirement home on St. John's Road. 	✓
School Links	We have a partnership school in France, Lycée Xavier Marmier, Pontarlier.	✓

3.4. OTHER INFORMATION / CONSIDERATIONS

AREA OF SCHOOL	ACTION	IN PLACE
School Trips & Ventures	<p>Planning considers an equality impact statement (on the checklist), including for:</p> <ul style="list-style-type: none"> • Religious holidays • Accessibility for disabled students • Equality of access for all students, including those disadvantaged • Staffing ratios that are appropriate for the genders of students attending the trip 	✓
Disabled Access	<p>All areas of the school are accessible for disabled students, except ML3 and ML4. To accommodate access, if required, we would re-room the timetable for each of these rooms.</p> <ul style="list-style-type: none"> • The recent installation of a school lift means students can access both floors • The Link has been remodelled to create a safe space for SEND and vulnerable students • Accessible toilets are available in all areas of the school. <p>We have an Accessibility Plan published on the school website.</p>	✓
Female Facilities	<p>Toilets are available across the school for female students.</p> <p>We ensure we keep menstruation products are kept in welfare and where possible in toilets.</p>	✓
Other Impacts	<ul style="list-style-type: none"> • On admission to school, tutor groups are mixed to promote integration • Halal food is offered by the school caterers • Themed food days, highlighting cultural days, feature in the provision • A prayer room is available for Muslim students and for Friday prayers the school hall is made available • Staff recruitment ensures equality of opportunity and adverts include an equality statement • Initial shortlisting is undertaken by two people and without applicants being named or easily identified • Job applicants are asked for declared protected characteristics. These are removed from the information available to the selection panel • Encouraging community cohesion by giving student leadership opportunities to work with potentially vulnerable groups in the community e.g., <ul style="list-style-type: none"> ○ Reading ambassadors in primary schools ○ Leadership opportunities in special schools ○ National Citizenship Service (NCS) for Year 11/12 students. 	✓

3.5. We welcome the opportunity to be transparent and accountable. The School fulfils the specific duties of the Act by publishing our policies and information on the school's website in an easy to read and accessible format.

4. Review

Note when this document has been considered by Trustees.