

Public Sector Equality Duty and RGPS Equality Objectives

Rush Green Primary School aims to meet its obligations under the public sector equality duty by having due regard of 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

Legislation and guidance

- [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

Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

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.

Advancing equality of opportunity

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

- Sharing 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
- 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)

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

- Analyse data to determine strengths and areas for improvement. Implement actions in response.
- **Make evidence available** identifying improvements for specific groups (e.g. declines in incidents of homophobic language being used or racist incidents)

How does Rush Green Primary School 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 and areas of school provision that deal with equality of opportunity are:

- Recruitment
- Accessibility plan
- Equality policy
- SEND policy
- Behaviour and Anti-Bullying Charter
- PSHE Policy
- Curriculum Policies
- Termly Reports to Governors

Rush Green Primary School 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;

- Active promotion of all religions and celebrations whilst remaining inclusive
- 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
- Promoting tolerance, mutual respect and understanding through recognising world religion days and assemblies
- Promoting tolerance and mutual respect through trips, visits, projects and celebration of events
- Promoting inclusion, tolerance, friendship and understanding through different aspects of our curriculum. This includes teaching in PSHE and other subjects. In English, a variety of text from a range of cultures will be used. Scientists, historians,

artists, poets, engineers and designers who represent the protected characteristics will be embedded within the updated curriculum.

- Disabled access (where possible) to the school premise and building eg toilets.
- Leading on assemblies to explore and deal with relevant issues; assemblies to support social teachings
- Fundraising
- Monitoring and evaluating the attainment and progress of all pupils; looking at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it.
- Supporting all staff and children to reach their potential
- Targeted 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 etc
- Curriculum trips that meet the needs of all children
- Active promotion of the RGPS Behaviour policy
- Active promotion of the RGPS Anti Bullying Charter
- Restorative justice – supporting any tensions between different groups of pupils within the school
- Pupil participation in school activities such as the School Council, prefects, the Anti-Bullying Squad, sports ambassadors; ensuring that they are formed of pupils from a range of backgrounds.

Equality objectives (2022-2026)

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.

- 1. To use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons with other schools.**
Lead staff: Governors/ SLT/ Curriculum Leads
- 2. To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.**

Lead Staff: SLT/Curriculum Leads

3. **To provide an environment that welcomes, protects and respects diverse people.**

Lead staff: SLT

4. **To ensure that all pupils and other stakeholders are given the opportunity to make a positive contribution to school life.**

Lead staff: SLT/Curriculum Leads

5. **To increase pupil awareness and understanding of different communities through assemblies and cultural events:**

Lead staff: SLT/Curriculum Leads

6. **To raise awareness of the impact of bullying, especially where this relates to protected characteristics.**

Lead staff: Head teacher/SLT/ Phase Leads/Year Group & Curriculum Leads

7. **To monitor the incidence of policy breaches.**

Lead staff: D/H Inclusion