
Public Sector Equality Duty
Approved by the Trust Board – 31 March 2022
This is applicable to all schools in the MAT

Public bodies such as schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation and this statement sets out how we endeavour to achieve this at The Schelwood Trust. We consider this to be not just a legal duty but a moral one as well. A belief in the right of every single person to be treated with equal dignity and compassion alongside equal legal protection is fundamental to the ethos which underpins everything we do in our schools.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools this means that it is unlawful to discriminate against individuals or treat them less favourably because of their sex, race, age, disability, religion or belief, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy or maternity.

Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

As a public organisation, we are required to:

- Have due regard to the PSED when making decisions, taking action or developing policy and practice.
- Publish information to show compliance with the Equality Duty. This is done via our Equality Policy.
- Publish Equality Objectives which are specific and measurable.

Our Equality Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and the wider school community on our approach to promoting equality.

Our Equality Objectives reflect the school's priorities, our values and draws upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

For 2022-2024, our Equality Objectives are:

- To continue to provide a school environment across all schools that welcomes, protects and respects all people.
- To continue to close gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children and students from different heritage groups.

- To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.
- To eradicate the use of homophobic, racist and other discriminative language by the school community.
- To review the accessibility across the school for students, staff and visitors with disabilities including access to specialist teaching areas.

Full details about how we meet our Public Sector Equality Duty are outlined in our Equality Policy.

Review date:	Summer Term 2024
Person responsible:	Karen Crump, HR Director

Appendix – For 2022-2024 The Schelwood Trust's Equality Objectives are:

	Equality Objective	Examples at Herschel Grammar School	Examples at Beechwood School
1	To continue to provide a school environment across all schools that welcomes, protects and respects all people.	Core values – Responsibility, Success, Care underpin all school policies. Pupil surveys – pupils feel safe and cared for. Personal Development curriculum e.g. Empathy Week, Culture Week, RSE programme, assemblies, diversity work etc.	Core values – Kindness, Respect, Excellence underpin all policies and the day to day working of the school. Pupil voice gathered through surveys; student council; weekly SLT forum. Personal Development curriculum given weekly focus including character curriculum taught through assemblies and form time.
2	To continue to close gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children and students from different heritage groups.	Attainment for all groups very high. PP/SEND destinations very strong. Targeted support for PP/FSM pupils to close any attainment gaps, inc. National Tutoring Programme.	Aspiration Agenda (outcomes for disadvantaged; SEND and PHA) whole school focus led by a member of SLT. Quality of teaching focus this year is “success for all” with milestones linked directly to the outcomes of key groups. Targeted support for reading; literacy and other interventions showing a positive impact across the school.
3	To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.	Peer Mentors, Eco Committee, Year and School Council, Careers, Leaders, Charity reps, House reps. Leadership opportunities in classroom. Sixth Form lead extra-curricular opportunities. PD curriculum in general. DofE and TVLP	6 th Leaders and Yr11 prefects – led by the president and the principle prefects – have a growing role across the school. Digital detox is led by the prefect teams; monthly meetings with the Headteacher to discuss school priorities; actions and impact. Leadership opportunities across the school through form leaders; school council representatives; eco monitors; reading champions; breakfast monitors and subject representatives. DofE cohorts are running for Bronze and Silver. Thames Valley Learning Partnership (TVLP) opportunities across all 12 participating schools.
4	To eradicate the use of homophobic, racist and other discriminative language by the school community.	Focus of personal development work via PSHCE and assemblies including awareness of protected characteristics. Leading with kindness; core values. Impero alerts. Sanctions and interventions.	Focus of personal development work via PSHCE and assemblies including awareness of protected characteristics. Leading with kindness; core values. Impero alerts. Sanctions and interventions. Working with external partners to support and educate perpetrators. Work with the wider community to encourage inclusion and tolerance.
5	To review the accessibility across the school for students, staff and visitors with disabilities including access to specialist teaching areas.	Successful securing of funding for lift from SBC – installation summer 2024. Created IT suite on ground floor Summer 2022. Use of Teams and other technologies to level playing field. Created new inclusion Hub in centre of the school Summer 2023. Plans to increase accessibility of toilets subject to funding. Audit by Visual Impairment team (SBC).	School remains an accessible site with ongoing maintenance and reviews as part of the PFI contract. Google Meets and other technologies used to ensure accessibility and equality of opportunity. Created three new Inclusion Hubs in the school September 2023.