



# Public Sector Equality Duty

**Date of Review:** 28/11/25

**Date of Next Review:** 28/11/29

## What is the Public Sector Equality Duty (PSED)?

The Equality Act 2010 introduced a single, general duty for public bodies, including schools, and which extends to all 'protected characteristics' – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. The three main elements of the Act are to:

1. Eliminate discrimination and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

*It should be noted that age is a relevant characteristic for schools when considering their duties as an employer but not in relation to pupils.*

The PSED replaces the previous three sets of separate duties to promote disability, race and gender equality. All schools must have 'due regard' to the three elements listed above. Therefore, whenever significant decisions are being made, or policies being developed or reviewed, the school will consider carefully the equalities implications.

## How does Norris Bank Primary School comply with the PSED?

The school has a range of policies which make explicit the school's commitment to actively promoting equality of opportunity for all including:

- Trust Equality Policy
- Trust SEND Policy
- Behaviour and Anti-Bullying Policy
- School Accessibility Plan
- Relationships and Sex Education (RSE) Policy

The main Legal Frameworks that need to be considered are:

- Equality Act 2010
- Education and Inspections Act 2006

## PSED in Practice at Norris Bank Primary

At Norris Bank Primary school, we recognise that discrimination can be identified in the following four dimensions.

- Direct Discrimination: Where someone is treated less favourably because they have a protected characteristic.
- Discrimination by Association: Where someone is treated less favourably because of their connection with a person with a protected characteristic.

- Discrimination by Perception: Where someone is treated less favourably because it is perceived that they have a protected characteristic.
- Indirect Discrimination: Where the application of a criterion or practice puts individuals sharing a protected characteristic at a particular disadvantage.

The school serves an area of social advantage with a small proportion of pupils coming from less privileged backgrounds.

We anticipate that the percentage of children from ethnic minority backgrounds will be lower than the national average and similarly the percentage of children for whom English is not their first language (Bilingual Learners).

Tracking of all pupil outcomes takes place in a structured, systematic way and the school will intervene if there are any indications of underachievement, low attainment or concerns about specific groups or individuals.

Monitoring and evaluation, and the analysis of data, takes place across the school and is used to inform strategic planning. Assessment data informs the school's priorities for ongoing improvement and development.

We actively encourage our GROW values and attitudes amongst our school community, including attitudes towards pupils and staff and expect everyone to treat others with dignity and respect. There is regular consideration of the ways in which the academic and enrichment curricula will help to promote an awareness of British Values.

Bullying and prejudice related Incidents are carefully monitored and dealt with in line with the school's Behaviour and Anti-Bullying Policy. All staff engage with regular Professional Learning to ensure that they implement policy consistently and are aware of the process for reporting and following up incidents of prejudice-related bullying.

We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents fairly and be able to identify and challenge prejudice and stereotyping. We will ensure that staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.

## **Advance equality of opportunity**

The school is committed to advancing equality of opportunity between people who share a protected characteristic and people who do not share it, and has put a range of approaches in place to ensure that this happens.

The school monitors and evaluates, frequently and regularly, the attainment and progress of all pupils and analyses the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it. Interventions are

then planned and implemented in order to address any disparities in performance.

Examples of practice which advances equality of opportunity:

- We ensure the curriculum is accessible to all pupils with Special Educational Needs and / or Disabilities (SEND). One Page Profiles (OPP), SEND Support plans (SSP) and Education Health Care Plans (EHCP) ensure continuous and rigorous planning and reflection in collaboration with parents and carers to ensure that no one is disadvantaged on the grounds of a protected characteristic. These will move to the Laurus Trust School Focus Plans during the 2025/2026 academic year.
- Where necessary, we use Trust specialists along with the services of outside agencies to support families and individual pupils. Our most vulnerable pupils and pupils with SEND/Medical needs are fully supported by our SENDCo, teaching staff and external specialist professionals. We take every opportunity to promote and advance equality when planning curriculum intent, implementation and impact.
- We do everything we can to meet the needs of all pupils by using a variety of approaches and planning reasonable adjustments to ensure the school environment and its activities are as accessible and inclusive as possible for pupils (Article 23), staff and visitors to the school. We are committed to ensuring staff with a disability have equality of opportunity.
- We will actively develop links with local Early Years settings and schools to ensure a smooth transition into Reception and Year 7. We will engage with the services of the Child Adolescent Mental Health Service (CAMHS) for pupils who need this type of expert support.

## **Foster good relations across all characteristics**

The school adopts a wide range of approaches to foster good relations across all characteristics. Some specific examples are as follows:

We use a restorative approach to help build positive relationships and resolve conflicts by focusing on understanding, empathy, and repairing harm. It encourages students to take responsibility for their actions and work collaboratively to restore trust and community.

The school will participate in fund raising for charities supporting local, national and global issues, which are understood and supported by children.

We are actively developing links with local faith organisations and invite people of faith to lead our assemblies.

Trustees and governors demonstrate a high level of engagement with the school in areas such as the personal development of pupils, SEND and equality. They monitor the inclusive nature of our school and the well-being of staff and pupils (including attendance and behaviour).

As a school we use our GROW values to develop the protected characteristics across the school community.

## Goals

We are committed to providing equitable access to opportunities and resources for all individuals, ensuring that no one is disadvantaged on the basis of any protected characteristic, including **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation**.

## Respect

We uphold the principle of treating every person with dignity and fairness, actively challenging discrimination and harassment related to any protected characteristic, and fostering an environment where diversity is valued.

## Ownership

We promote accountability and empowerment by ensuring that all individuals, regardless of protected characteristics, have an equal voice and responsibility in decision-making processes, reinforcing fairness and transparency.

## Working Together

We strive to create an inclusive culture of collaboration, where contributions from individuals of all backgrounds and protected characteristics are recognized and respected, enabling shared success.

## Definitions

The protected characteristics can be defined as:

- **Age:** Applies to all age groups.
- **Disability:** A person is disabled if they have a physical or mental impairment which has a substantial, long-term adverse effect on their ability to carry out day to day activities.
- **Gender Reassignment:** Protection applies from the point at which someone proposes to live as another gender.
- **Marriage and Civil Partnership:** Applies to married couples, or same sex couples in a civil partnership.
- **Maternity and Pregnancy:** A person who is pregnant or recently given birth: maternity covers the period of 26 weeks after birth.
- **Race:** Includes colour, ethnic origins, nationality and race.

- **Religion or Belief:** Applies to religions with a clear structure and belief system. Belief applies to religious or philosophical belief, or a lack of belief.
- **Sex:** Applies to men and women.
- **Sexual Orientation:** Applies to people attracted to the same sex, the opposite sex, or both sexes.

The Equality Act also provides protection from:

- **Harassment** (related to a relevant protected characteristic)

Harassment is defined as behaviour that subjects a person to unwanted conduct, which has the purpose, or effect, of violating their dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

- **Victimisation**

This occurs when an employee is treated unfavourably because they have made or supported a complaint under the Equality Act, or because they are suspected of doing so.

**Reasonable adjustments:** A reasonable adjustment requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy other benefits, facilities and services that the school provides for pupils.

**Positive action and positive discrimination:** New provisions in the Act allow schools to make positive action in relation to pupils and members of staff with certain protected characteristics who may be disadvantaged for social or economic reasons to do with past or present discrimination. Any such action must be a proportionate way of achieving a legitimate aim. Positive action is not the same as positive discrimination. Positive discrimination is always unlawful except in the case of disability.