



**GORSEY
BANK**
PRIMARY SCHOOL

Public Sector Equality Duty (PSED) and Equality Objectives

Gorsey Bank Primary School

Date of Review: September 2026

Date of Next Review: September 2030

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Introduction

Gorsey Bank Primary School is committed to providing an inclusive environment where all members of the school community are valued, respected and supported to achieve their potential. We recognise our responsibilities under the Equality Act 2010 and actively promote equality, diversity and inclusion throughout all aspects of school life.

The school's approach is underpinned by the values of the Laurus Trust and our commitment to ensuring that every child has the opportunity to flourish regardless of background or circumstance.

What is the Public Sector Equality Duty (PSED)?

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to schools and other public bodies. The duty extends to the protected characteristics of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Schools must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

How Gorsey Bank Primary School Complies with the PSED

The school demonstrates its commitment to equality through a range of policies and procedures, including:

- Trust Equality Policy
- Trust SEND Policy
- Behaviour and Anti-Bullying Policy
- Accessibility Plan
- Relationships and Sex Education Policy
- Safeguarding and Child Protection Policy

The school considers equality implications whenever significant decisions are made or policies are developed or reviewed.

Eliminating Discrimination

Gorsey Bank Primary School actively works to eliminate discrimination and ensure that all pupils, staff, families and visitors are treated fairly and with dignity.

We:

- Promote a culture of respect, kindness and inclusion.
- Monitor and respond appropriately to any prejudice-related incidents.
- Ensure staff receive ongoing professional learning relating to equality and inclusion.
- Make reasonable adjustments where required to support pupils, staff and visitors.
- Challenge stereotypes, discriminatory language and prejudicial behaviour.

The school continually reviews policies, procedures and practices to ensure they meet statutory duties and support equality for all.

Advancing Equality of Opportunity

The school is committed to ensuring equality of opportunity for all pupils.

We do this by:

- Monitoring attainment, progress, attendance and participation of different pupil groups.
- Identifying and removing barriers to learning.
- Providing targeted support for pupils with SEND, disadvantaged pupils and other vulnerable groups.
- Working closely with parents, carers and external agencies.
- Ensuring the curriculum is accessible, ambitious and inclusive for all learners.
- Providing high-quality pastoral support and reasonable adjustments where required.

We strive to ensure that no child is disadvantaged because of a protected characteristic or additional need.

Fostering Good Relations

The school actively promotes understanding, respect and positive relationships within the school community.

We achieve this through:

- Our Rights Respecting School ethos.

- Promotion of British Values and personal development.
- Opportunities for pupils to learn about and celebrate diversity.
- Assemblies, curriculum content and enrichment activities that reflect a diverse society.
- Charity work, community engagement and pupil leadership opportunities.
- Positive partnerships with parents, carers and the wider community.

We aim to help all pupils develop respect, empathy and understanding of different backgrounds, beliefs and experiences.

Roles and Responsibilities

Governors

Governors are responsible for:

- Ensuring compliance with equality legislation.
- Monitoring progress towards equality objectives.
- Reviewing published equality information.

Head of School

The Head of School is responsible for:

- Promoting equality and inclusion across the school.
- Ensuring equality objectives are implemented.
- Reporting progress to governors.
- Ensuring staff receive appropriate training.

Staff

All staff are expected to:

- Uphold the principles of equality and inclusion.
- Challenge discrimination and prejudice.
- Promote positive relationships.
- Implement school policies fairly and consistently.

Monitoring and Evaluation

Progress towards the Equality Objectives will be monitored through analysis of:

- Attainment and progress data.
- Attendance data.
- Behaviour and exclusion information.
- Participation in enrichment opportunities.
- SEND and disadvantaged pupil outcomes.
- Pupil, parent and staff feedback.
- Safeguarding and prejudice-related incident records.

Progress will be reviewed regularly by leaders and reported to governors.

Equality Objectives 2026-2030

Objective 1

To reduce gaps in attainment, attendance and participation for disadvantaged pupils, pupils with SEND and other vulnerable groups through targeted support and rigorous monitoring.

Objective 2

To ensure pupils experience positive and accurate representation of protected characteristics throughout the curriculum, enrichment opportunities and wider school life.

Objective 3

To further develop staff understanding of equality, diversity, inclusion and protected characteristics through induction and ongoing professional learning.

Objective 4

To promote a culture of belonging, respect and positive relationships by monitoring and responding effectively to prejudice-related incidents and strengthening pupil voice.

Objective 5

To ensure that school policies, procedures and decision-making consistently demonstrate due regard to the Public Sector Equality Duty and Equality Act 2010.

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.

Equality Impact Statement

Names and title of people involved with this assessment	Faith Bell, Head of School
Impact assessment carried out with regard to identified characteristics	☒ Race ☒ Disability ☒ Sex ☒ Age ☒ Religious Belief ☒ Sexual Orientation ☒ Gender Reassignment
Summary of any issue/proposed changes	
Date	Date: September 2026
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