



## Lamberhurst St Mary's Church of England (VC) Primary School

### Public Sector Equality Duty (PSED) Statement

This statement will be reviewed annually and at any other time if changes are required to comply with changes in legislation, regulation or national or KCC advice. Any amendments will require the approval of the full Governing Body.

Date of approval by Governing Body	20 May 2019
Signature of Chair of Governors	Mr P Edgesmith
Signature of Headteacher	Mrs C Bromley
Date Due for review	Summer 2020

You will find information here about how the school ensures it meets its Specific Equalities Duties. (These are things our school **must** do). The **Public Sector Equality Duty** requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the groups below must be taken into account. People identified in the following groups are considered to have a protected characteristic.

#### **Protected Characteristics**

Schools must take the following into account when publishing information: disability, sex (gender), race (ethnicity), pregnancy and maternity, religion and belief, sexual orientation and gender re-assignment. For schools, age is only a relevant characteristic in consideration of their duties only in their role as an employer, and not in relation to pupils.

#### **General Duties**

The three aims of the Public Sector Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

## **Specific Duties**

The Equality Act also places two specific duties on public bodies:

- Publish information about how we comply with the PSED.
- Produce 'Equality Objectives'.

The Statement is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes.

## **How we comply with the PSED**

The admission arrangements for disabled pupils are the same as for any other pupils.

The school and its staff and governors will do everything possible to ensure that all pupils are treated fairly and have the same opportunities.

The school or governing body will not unjustifiably discriminate against current employees or job applicants on the grounds of disability and will make 'reasonable adjustments' to employment arrangements and premises.

The school publishes an accessibility plan setting out how we make improvements in accessibility for those with disabilities.

We also produce a number of policies where consideration of equality issues is likely to be particularly relevant, including: Behaviour, Capability, Complaints, Equality Information & Objectives, Pay & Reward, SEN Information Report, Supporting Pupils with Medical Needs, Sex and Relationship Education, Staff Disciplinary & Conduct, and Staff Grievance. Copies of these are available from the School Office.

Governors and staff are aware of their responsibilities under the Equality Act 2010. Staff receive training on the Equality Act 2010.

We ensure there are:

- aspects of the curriculum that promote tolerance and friendship, or which share understanding of a range of religions or cultures;
- assemblies which deal with relevant issues; and
- opportunities to have involvement with the local community.

## **Involvement of staff, pupils, and parents**

We will strive to involve the full diversity of our school and community, recognising that people who share a protected characteristic are best placed to identify key issues for us to address.

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so e.g. reasonable adjustments and seek expert advice where it is difficult for us to respond positively.

We will ensure that outcomes from all involvement activities, such as School Council meetings, inform the action taken by the school's senior leadership team.

### **Working in Partnership**

We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.