

Public Sector Equality Duty (PSED)

Version:	v2		
Ratified by:	Board of Trustees	Date:	16th October 2024
Next Review date:	September 2028		

1. Aims

Our Trust and academies aim to meet their obligations under the Public Sector Equality Duty (PSED) by having due regard to 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

Our Trust and its academies aim to promote respect for difference and diversity in accordance with our values, such as:

- **Respect**
- **Integrity**
- **Resilience & Perseverance**
- **Kindness**
- **Confidence**
- **Optimism**

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [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

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The Board of **Trustees and Local Governing Bodies** will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust and its academies, including to staff, pupils and parents;
- ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years;
- delegate responsibility for monitoring the achievement of the objectives **in the Trust's academies** on a daily basis to the **headteacher of each of its academies**.

The **equality link Trustee and local Governors** will:

Meet with the local designated member of staff for equality twice a year and other relevant staff members, to discuss any issues and how these are being addressed. They will:

- ensure they're familiar with all relevant legislation and the contents of this document;
- attend appropriate equality and diversity training;
- report back to the full Trustee Board or local governing bodies regarding any issues identified.

The **Chief People Officer** will:

- take strategic oversight of staff equality and diversity objectives and report on progress made to the People and Culture Working Party

Working with the Chief People Officer, **the Trust's academy headteachers** will:

- promote knowledge and understanding of the equality objectives among staff and pupils;
- monitor success in achieving the objectives and report back to governors.

The **Chief People Officer** will:

- support the Trust's academy headteachers in promoting knowledge and understanding of the equality objectives among staff and pupils
- support the Trust's academy headteachers in identifying any staff training needs, and deliver training as necessary

All Trust staff are expected to have regard to this document and to work to achieve the objectives as set out below.

4. Eliminating discrimination

The Trust and its academies are aware of their obligations under the Equality Act 2010 and comply with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

An Equality Impact Assessment is undertaken when policies are reviewed.

Staff, Trustees and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff are required to confirm they have read the Trust's Equality, Diversity and Inclusion Policy as part of their induction.

5. Advancing equality of opportunity

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

- removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils/students with disabilities, or gay pupils/students who are being subjected to homophobic bullying);
- 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 extra-curricular opportunities)

6. Fostering good relations

The Trust and its academies aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education¹, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils and students will be introduced to literature from a range of cultures;
- holding assemblies dealing with relevant issues. Pupils and students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils/students within the academy. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils/students are

¹ Sometimes academies use different names for PSHE, i.e. Learning About Life

encouraged to participate in the Trust's academies' activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The Trust and its academies ensure they have due regard to equality considerations whenever significant decisions are made.

The Trust and its academies always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the academy considers whether the trip:

- cuts across any religious holidays;
- is accessible to pupils/students with disabilities;
- has equivalent facilities for boys and girls.

Each academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

[Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap](#)

Why we have chosen this objective: Because we are determined to be a fully representative organisation and are always seeking ways to address the gender pay gap so prevalent in the sector and South East.

To achieve this objective we plan to: Ensure our shortlisting for recruiting to posts is transparent and in-keeping with the Equality Act.

Progress we are making towards this objective: We have increased capacity within our HR function and are looking to enhance our ability to analyse data through digitising our HR information.

Objective 2

[Complete a curriculum audit in terms of educating our pupils and students towards protected characteristics and how to avoid discrimination in any form](#)

Why we have chosen this objective: We want to ensure the curriculum across all of our academies complies with the Equality Act and goes further by ensuring we are actively promoting the cause of equity and equality.

To achieve this objective we plan to: Commission a member of each academy’s Leadership Team to undertake the review and report back to the Headteacher and Trust Line Manager. These reports will be considered by the Board of Trustees.

Progress we are making towards this objective: These reviews will take place in the Summer Term 2025 and subsequent follow up activities and improvements considered in future Summer Terms.

9. Monitoring arrangements

This document will be reviewed by Trustees and Governors at least every 4 years.

Date	Version	Comment	Ratified by	Reviewer
	1	Initial Trust PSED	Board of Trustees	J Morris
1/10/2024	2	Regular review - Updating references to current executive Team roles and review timeframe	Board of Trustee 16.10.2024	CEO