



Public Sector Equality Duty

What is the Public Sector Equality Duty?

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality.

The PSED applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

Protected Characteristics

The Department for Education (DfE) has published non-statutory advice that sets out schools' obligations under the PSED. The PSED extends to the following protected characteristics: Race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment

Three Main Elements

The PSED has three main elements. In carrying out their functions, public bodies are required to have 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, and between people who share a protected characteristic and people who do not share it

Due Regard

The DfE's advice says that 'due regard' has been defined in case law and means giving "relevant and proportionate consideration to the duty". For schools, this means:

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis
- The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

Specific Duties

The PSED introduces secondary legislation in the form of specific duties. The duties require schools to:

- Publish information to demonstrate how they are complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic

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- Prepare and publish equality objectives
- Schools are required to update this published information at least annually and to publish objectives at least once every four years.

What does our school do to eliminate discrimination?

We have set a clear vision and values which expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as such to the public and our wider community.

We have up-to-date and ratified policies which set out a clear message that discrimination is not tolerated: staff code of conduct, behaviour (including anti-bullying), safeguarding and child protection.

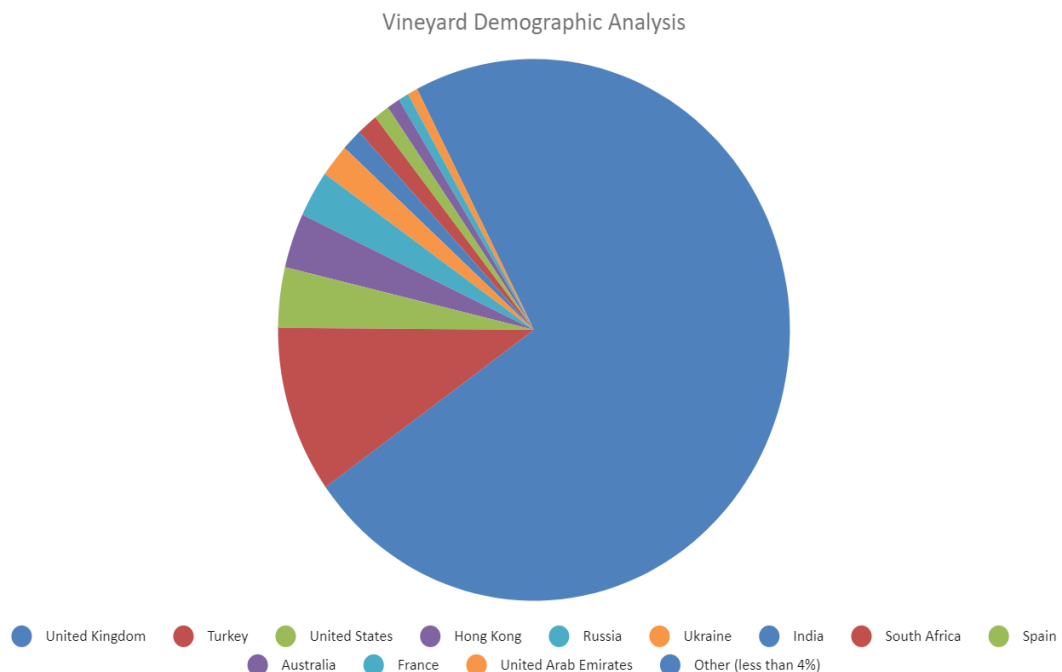
We understand that it is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability.

The governing body and school leaders involved in recruitment will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Through a structured PSHE curriculum offer, assemblies, workshops and visits, equalities will be discussed with and taught to the children, exemplifying the British Values and school values that we believe in.

Particular features of The Vineyard School's pupil population 2022-23

- 1) The Vineyard School has a high proportion of EAL families and no nationality dominates the mix:



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- 2) Although we have many EAL families, the majority of them are fluent in English.

| EAL code | Percentage |
|---------------------------------|-------------------|
| A | 0.63% |
| B | 4.40% |
| C | 0.31% |
| D | 19.50% |
| E | 60.69% |
| Whole school % of EAL | 49.26% |
| Total No Pupils with EAL | 318 |

- 3) 13% of our pupils are identified as SEN support, 3% have an EHCP.
4) We have more boys than girls in our school population (53% are boys).

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Ways we improve equality of opportunity and involve individuals affected by inequality

| | Groups | What we do | Evidence |
|---|---------------|---|--|
| 1 | Pupils | We monitor pupil attendance and exclusions by race, disability and gender. The data are analysed for any trends or patterns that may require additional action and, if so, action is taken to address this. | Pupil attendance data Attendance data report to GB |
| 2 | Pupils | The school is supporting children with additional barriers to learning by opening a Specialist Resource Provision in September 2023. | Opening of provision |
| 3 | Parents | The SENCO works closely to support parents of children with SEND | Parent survey Support for SEND children Newsletter Parent workshops |
| 4 | Pupils | Pupil progress and achievement is analysed by race, disability and gender. The data are analysed for any trends or patterns that may require additional action, and, if so, action is taken to address this. This may involve adapting the curriculum, additional support, staff training, different activities. | Pupil achievement and progress data, SATS and in-house monitoring. Support for SEND children, either 1:1 or in groups. |
| 5 | Pupils | The curriculum includes opportunities to understand the issues related to race, disability and gender. External visitors are invited to share different religions and cultures with the school population in assemblies and classroom visits. School families are also welcomed in to celebrate our different languages, faiths, cultures and traditions. | Curriculum plans – particularly PSHE. Assembly plans School visits Newsletter |

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| 6 | Pupils | All pupils are encouraged to participate in school life, class assemblies, sports teams, school council. | Sports teams, school council mix reflects pupil mix. All children are encouraged to participate in class assemblies. Residential trips |
| 7 | Pupils Staff | The Behaviour Policy supports our equality objectives. Bullying and harassment of pupils and staff is monitored by race, disability and gender and this information is used to make a difference to the experience of other pupils. Racist incidents are reported to the governing body and local authority on a termly basis. Any disrespect for, or intolerance of, people of different faiths, cultures or ethnicities is challenged directly. | Reported bullying incidents are analysed by race, disability and gender. Racist incidents are reported termly. GB papers, CPOMS Pupil voice |
| 8 | Pupils | Visual displays are reflective of the diversity of the school community. Minority ethnic, disabled and both male and female role models are promoted positively in lessons, displays and discussions such as circle time and class assemblies. | Art curriculum reflects geographic diversity of pupil population. Art work on walls in school Curriculum, class books |
| 9 | Pupils Staff Visitors | The school environment is accessible as possible to pupils, staff and visitors. Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered. | Accessibility plan School events held at variety of times Often on-site and on-line versions available Information also sent out to parents or available on school website |
| 10 | Parents Governors | Procedures for the election of parent governors are open to candidates and voters who are disabled. | Electronic or hard-copy voting system used. Voting slips posted to those parents who cannot attend school. |