



## **Compliance with Public Sector Equality Duty**

**January 2026**

At Stamford Park Primary School, we are committed to promoting equality, valuing diversity and creating a culture where everyone is treated with dignity and respect. We recognise our responsibilities under the Equality Act 2010 and actively work to eliminate discrimination, advance equality of opportunity and foster good relations.

### **The Public Sector Equality Duty**

The Public Sector Equality Duty (PSED) requires schools to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation
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

### **Protected Characteristics**

Under the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## **How We Comply with the PSED**

### **1. Eliminating Discrimination and Harassment**

We take proactive steps to ensure discrimination is not tolerated and is challenged promptly and effectively.

- Clear policies and procedures (including Behaviour, Anti-Bullying, Safeguarding and Equality policies)
- Robust reporting and recording systems for behaviour incidents, bullying and safeguarding concerns
- Staff training on:
  - Safeguarding and child protection
  - Equality and inclusion
  - Preventing discriminatory language and behaviour
- Consistent application of expectations and consequences
- Swift action and follow-up where concerns arise

### **2. Advancing Equality of Opportunity**

We recognise that some pupils and families may need additional support to achieve the same outcomes as others.

We do this by:

- Identifying and addressing barriers to learning through early intervention
- Providing targeted support for:
  - Pupils with SEND
  - Disadvantaged pupils
  - Pupils with English as an additional language
  - Young carers
- Using assessment and progress data to ensure:
  - Gaps are identified
  - Support is responsive and effective
- Making reasonable adjustments to:
  - Teaching approaches
  - Learning environments
  - Access to trips, clubs and wider opportunities

### **3. Fostering Good Relations**

We actively promote respect, understanding and inclusion across our school community.

This includes:

- A curriculum that:
  - Reflects diversity

- Promotes equality, respect and empathy
- Challenges stereotypes and prejudice
- Assemblies and learning opportunities that explore:
  - British values
  - Respect for different cultures, beliefs and identities
- Encouraging pupil voice and participation
- Positive relationships with families and the wider community

### **Equality in Our Curriculum**

Our curriculum is designed to:

- Reflect the diversity of modern Britain
- Promote fairness, tolerance and respect
- Ensure pupils see themselves represented positively
- Prepare pupils for life in a diverse society

Equality themes are woven through:

- PSHE
- Relationships Education
- Religious Education
- Wider curriculum subjects and enrichment activities

### **Governance and Monitoring**

The Governing Body:

- Ensures compliance with the Equality Act 2010
- Receives regular reports on:
  - Behaviour and safeguarding
  - Attendance and exclusions
  - Pupil progress and attainment
- Monitors the impact of school policies and practices on different groups
- Holds leaders to account for promoting equality and inclusion

### **Equality Objectives**

In line with statutory requirements, the school sets and reviews **Equality Objectives** at least every four years. These objectives are informed by data, monitoring and consultation and are published separately on the school website.