



How Do We Comply with the Public Sector Equality Duty?

Public Sector Equality Duty Commitment

1. Our Aims

At St Meryl School, we are committed to fulfilling our obligations under the Public Sector Equality Duty by focusing on:

- **Eliminating discrimination** and other actions prohibited by the Equality Act 2010.
- **Advancing equality of opportunity** between those who share a protected characteristic and those who do not.
- **Fostering good relations** among all individuals, regardless of their characteristics.

2. Legislation and Guidance

This commitment aligns with:

- The Equality Act 2010, introducing the public sector equality duty and protecting against discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, requiring schools to publish compliance information and equality objectives.

Our approach is also guided by the Department for Education's (DfE) recommendations: The Equality Act 2010 and schools.

3. Roles and Responsibilities

- **Governing Board:** Ensures the publication and communication of equality information and objectives, reviewing and updating them every four years.
- **Head Teacher:** Promotes awareness and understanding of equality objectives among staff and pupils, and reports progress to governors.

- **All Staff:** Expected to uphold this document and work towards the outlined objectives.

4. Eliminating Discrimination

St Meryl School is committed to adhering to the Equality Act 2010, incorporating anti-discrimination measures into our policies. Staff and governors receive regular reminders of their responsibilities, and new staff are trained on the Act during induction, with annual refresher sessions every September.

5. Advancing Equality of Opportunity

In line with DfE guidance, we aim to:

- Minimise disadvantages linked to specific characteristics (e.g., support for pupils with disabilities or those facing homophobic bullying).
- Meet the unique needs of individuals with particular characteristics (e.g., accommodating prayer times for pupils).
- Encourage full participation from individuals with specific characteristics in all school activities.

To achieve these goals, we:

- Collect and analyse attainment data annually to identify strengths and areas for improvement.
- Implement actions based on data insights and publish findings through platforms like ASP, IDSR, and Classroom Monitor.
- Provide evidence of improvements for specific groups, such as a reduction in bullying incidents.

6. Fostering Good Relations

We strive to foster positive relations by:

- Promoting tolerance, friendship, and understanding across various religions and cultures through our curriculum, including RE, citizenship, and PSHE education.

- Organizing assemblies on relevant topics, encouraging pupil leadership, and inviting external speakers.
- Engaging with the local community through school trips and activities.
- Addressing tensions between pupil groups through initiatives like our school council, which includes diverse representatives.
- Collaborating with parents to enhance cultural knowledge and understanding.
- Establishing connections with individuals and groups possessing specialised knowledge about specific characteristics.

7. Engagement

When addressing equality issues, we consult with affected parties—parents, pupils, staff, and local community members—as well as experts from groups like disability equality organisations.

8. Equality Considerations in Decision-Making

We ensure equality considerations are addressed in all significant decisions, such as:

- Avoiding scheduling conflicts with religious holidays.
- Ensuring accessibility for pupils with disabilities.
- Providing equivalent facilities for all genders.

9. Equality Objectives

Please refer to the separate document detailing our specific equality objectives.

10. Monitoring Arrangements

The Head Teacher will update published equality information annually when needed. This document will be reviewed by the Governing Board at least every four years and approved by the Headteacher.

11. Links with Other Policies

This commitment is linked to the following policies:

- Accessibility Plan
- Behaviour and Relationships (including Anti-Bullying)
- Recruitment Policy

- Pay Policy