Public Sector Equalty Duty information (last updated spring 2026)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

This combined equality duty came into effect in April 2011 - all public bodies were previously bound by three separate sets of duties to promote disability, race and gender equality.

It 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 Act,
- 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.

Information published by Edward Francis Primary School demonstrating its compliance with the Public Sector Equality Duty:

Publication	Where found	Contents
School policy documents (e.g. behaviour policy)	School website - https://www.edwardfrancisprimaryschool.org.uk/statutory-school-policies/	Refer to the Equality Act 2010 and demonstrate the school's commitment to ensure that those in the school community with a protected characteristic are treated favourably.
School performance data	https://www.gov.uk/school-performance-tables	Provides evidence that the school is doing its utmost to ensure that those with a protected characteristic are achieving and progressing well.
The school curriculum	School website - https://www.edwardfrancisprimaryschool.org.uk/curriculum/	Shows that we are meeting the requirements of the national curriculum and that there is equality of opportunity between those with a protected characteristic and those without it. Also fosters understanding across all characteristics.
Governing body minutes	Available from the clerk to the governing body via the school office	Demonstrates that the school is governed by people who are mindful to the needs of those with a protected characteristic.
Communications with parents (including newsletters)	Newsletters - https://www.edwardfrancisprimaryschool.org.uk/stream/newsletters/full/1/-//	Shows that the school has issued advice and guidance to the school community to advance equality of opportunity and foster good relations across all characteristics.

Public Sector Equality Duty Objectives (2024 - 2028):

Objective	Success Criteria	How?	Who?
To narrow the gap in progress and attainment between pupils with and without protected characteristics	Attainment and progress gap for those pupils with protected characteristics narrows from 2019 in statutory assessments	● Identification of those with protected characteristics (including those entitled to pupil premium funding) during pupil progress meetings ● Positive action (e.g. intervention) to raise the attainment and academic progress of the above ● Analysis of assessment outcomes to evaluate success of actions taken	Senior Leadership team Class teachers
To make sure that the school building and its facilities are as accessible as possible to pupils with and without a protected characteristic	The school becomes more accessible to those children who have disabilities Any new building takes account of those with disabilities	● School engagement with specialists to ensure that the accessibility needs of its disabled pupils are met (occupational therapists etc) ● Senior staff ensure that needs of disabled pupils are considered when deciding on new building projects and improvements	Senior Leadership team SENCO
To ensure that the gap in school attendance between those with and without special educational need and disabilities is narrowed. Also those entitled and not entitled to pupil premium.	Attendance/punctuality gap for those pupils with protected characteristics narrows from 2019 baseline	● Half-termly attendance monitoring ● Identification of those with protected characteristics in data and, if necessary, intervention in school or with outside agencies.	Headteacher

The school has the following communication channels for consulting and involving those with protected characteristics who may be affected by inequality:

- Parent consultation evenings
- The Parent Council
- The annual parent survey
- Coffee afternoons and other informal meetings with the inclusion team