



QUEENSWAY SCHOOL PUBLIC SECTOR EQUALITY DUTY (PSED)

1.0 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.

1.1 Protected Characteristics

The Equality Act 2010 protects people from discrimination because of the following protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The protected characteristics relevant to pupils in schools are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage and civil partnership are not protected characteristics in relation to pupils, but they are protected characteristics under the Equality Act 2010 in relation to staff, employment and recruitment

1.2 Three Main Elements

Paragraph 5.1 of the document explains that 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, harassment, victimisation 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; and
- Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it.

2.0 DUE REGARD

For schools, having "due regard" means that equality considerations are taken into account when policies are developed, decisions are made and actions are taken. Equality considerations should be considered at the appropriate stage of decision-making and kept under review.

For Queensway School, this means:

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action.
- Schools should consider whether decisions may have implications for people who share a protected characteristic.
- Equality implications should be considered before and at the time policies are developed and decisions are made, rather than as an afterthought.
- The PSED is integrated into the carrying out of the school's functions.

3.0 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.

Queensway School will publish equality information annually, through this document, on the school website, to demonstrate how the school is meeting the PSED. This information will be updated and published by 30th March each year.

Equality objectives will be reviewed annually to monitor progress and impact and will be formally updated at least every three years, in line with the school's Equality Policy.

4.0 WHAT DOES QUEENSWAY 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 could be perceived as discriminatory by pupils, families, colleagues and the wider community. The school's approach to equality is underpinned by its values of Respect, Kindness and Resilience and supports the development of an inclusive culture where all members of the school community can thrive.

We have up-to-date and ratified policies which set out a clear message that discrimination is not tolerated, including the Staff Code of Conduct, Parent Code of Conduct, Behaviour Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy and Equality Policy, which includes our equality aims and objectives.

We understand that it is unlawful to fail to make reasonable adjustments to overcome barriers experienced by disabled pupils, staff and visitors.

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 planned and age-appropriate curriculum, including Relationships Education and Health Education, assemblies, workshops and visits, pupils learn about equality, diversity and inclusion in a way that reflects the school's values and fundamental British values.

The school will monitor relevant equality information relating to both pupils and staff and take appropriate action where evidence identifies inequality, disadvantage or barriers to participation, achievement or opportunity.

5.0 ANNUAL EQUALITY INFORMATION – 1ST SEPTEMBER 2025 TO 31ST AUGUST 2026

Queensway School has reviewed relevant equality information for 2025/26, including attendance, attainment, behaviour, bullying and prejudice-related incidents, participation in school life, pupil voice, workforce information and the support provided to pupils with additional needs.

What we have found

The school has continued to monitor relevant equality information relating to pupils and staff and has not identified any significant or systemic inequality requiring additional action at this time.

The school has continued to promote equality through:

- an inclusive and accessible curriculum;
- age-appropriate teaching about equality, diversity and protected characteristics;
- our behaviour and anti-bullying arrangements, including responding to prejudice-related incidents;
- reasonable adjustments and individual support where required;
- opportunities for all pupils to participate in clubs, trips, enrichment and wider school life;
- engagement with pupils and parents/carers to understand and address barriers to participation;
- fair and inclusive employment, recruitment and professional development practices for staff; and
- a school culture which promotes respect, belonging and positive relationships.

Impact and progress

The school has reviewed progress against its equality objectives and considered the impact of actions taken during the year.

The school's equality objectives remain appropriate and continue to support the school's priorities for equality, inclusion and participation.

Where monitoring identifies an emerging inequality, disadvantage or barrier affecting pupils, staff or other members of the school community, this will inform the school's improvement planning and equality priorities.

Pupil and parent/carer voice

Pupil, parent/carer and staff views are considered through the school's existing feedback, consultation and communication arrangements. Staff views also contribute through established consultation and communication processes. This helps the school to identify barriers, understand the experiences of different groups and inform improvements to provision and practice.

Equality objective	2025/26 progress	Impact
Promote equality of access to the curriculum and wider school life.	The school has monitored access to learning, enrichment, trips, clubs and wider school opportunities. Reasonable adjustments and targeted support have been provided where barriers have been identified, including for pupils with additional needs and disabilities.	Pupils are supported to access the curriculum and participate in wider school life. Barriers to participation are identified and addressed through appropriate adjustments and support.
Prevent and respond to discrimination, harassment, victimisation and prejudice-related incidents.	The school has continued to reinforce expectations for respectful behaviour through its behaviour and anti-bullying arrangements. Any reported or identified prejudice-related incidents have been recorded, investigated and responded to appropriately, with follow-up support where required.	Pupils are clear about expectations for respectful behaviour and the school responds promptly to concerns. Incidents and patterns are monitored to identify any emerging issues and inform further action.
Promote understanding and respect for diversity.	Equality, diversity and respect have continued to be promoted through the curriculum, assemblies, personal development provision and age-appropriate learning about different backgrounds, beliefs, identities and experiences.	Pupils have increased opportunities to develop understanding of difference, challenge stereotypes and demonstrate respect for others, supporting positive relationships across the school community.
Promote belonging and participation for all pupils and families.	The school has continued to seek pupil and parent/carer views and has provided support to address barriers to attendance, engagement and participation. Opportunities for pupils to contribute through pupil voice and wider school activities have been maintained.	Pupils and families are supported to feel welcomed, valued and able to participate in school life. Feedback and engagement are used to identify barriers and inform improvements to provision.

6.0 RELATED POLICIES:

- Accessibility Policy and Plan
- English as an Additional Language (EAL) Policy
- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy

7.0 REVIEW:

The above information will be reviewed annually by the Head Teacher and relevant Governor committee.

Chair of Governors Date

Head Teacher Date