



BRIGSHAW
LEARNING PARTNERSHIP

Public Sector Equality Duty

Monitoring and Review of this Document:

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.



Document Controls

Policy Document:	Public Sector Equality Duty
Legislation/Category: Academy Schools	Legally required
Lead Staff Member:	COO
Approved by:	Executive
Date Approved:	March 2026

Version	Date	Author	Changes
1.0	Jan 22	Trust Central Services	BLP Format & review
1.1	July 23	Trust Central Services	BLP Format update & review
1.2	March 26	Trust Central Services	BLP review and update of targets



Contents

<i>What Is The Equality Duty?</i>	4
The General Equality Duty.....	4
The Specific Duties.....	4
<i>Protected Characteristics</i>	5
<i>Appropriate Language</i>	5
<i>Priorities and Targets</i>	6
Recruitment, Retention and Development of Staff.....	6
Outcomes for All Pupils.....	6
Awareness and Role Models.....	6



What Is The Equality Duty?

The duty (PSED) extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the [Equality Act 2010](#). These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

The General Equality Duty

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics.

Schools must work 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.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
- School must have due regard of the need to:
 - Remove or minimise disadvantages
 - Take steps to meet different needs
 - Encourage participation when it is disproportionately low

The Specific Duties

The specific duties require the school to publish information to demonstrate how we are complying with the equality duty and to publish specific and measurable equality objectives.

At Brigshaw Learning Partnership (BLP) we aim to eliminate discrimination, advance equality and foster good relations. We value and appreciate the diversity of people's backgrounds and circumstances and we expect that discrimination is understood by all members of the community to be completely unacceptable. The School follows the *General Public Sector Equality Duty* and considers equality implications when developing and reviewing policies.

The principles of non-discrimination and equality of opportunity apply to the way in which the BLP treats its pupils, its staff both existing and former, visitors, volunteers and contractors.

No BLP schools discriminate on the basis of any protected characteristic, either directly or indirectly. Nor does it discriminate against those by association or by perception of any protected characteristic.



Protected Characteristics

The protected characteristics, as defined by the Equality Act 2010, are: -

- Age (employees)
- Disability
- Gender Reassignment
- Marital/Civil Partnership Status (employees)
- Pregnancy and maternity status
- Race
- Religion, faith or belief
- Sex
- Sexual Orientation

The achievement of all pupils will be monitored to raise standards and ensure inclusive teaching.

We actively seek to understand and promote equality in the context of our wider community, and we refer to local and national contexts when we review what we do. We also seek views from our pupils, partner schools and agencies, parents and carers, staff and groups in our local community.

Appropriate Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued. Language used in documents will reflect and promote equal opportunities and font style and size account of the full range of readers; and access to documentation such as alternative formats such as, large print and languages other than English, or read at home will be provided when requested. Parents are consulted on their child's entry to school as to whether the parents have specific access needs.

Our Equality scheme is managed by a senior leader with input from across the Trust ensuring that there is extensive consultation and involvement from a representative cross-section.

The Trust Board is responsible for ensuring that BLP Schools meet the requirements of equality legislation.

Essentially this means they will:

- Ensure the Schools takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour;
- Support and guide the Schools to have 'due regard' for equality in all its functions;
- Ensure the Schools complies with the Equality Duty and meets the two 'specific duties' for schools.



Priorities and Targets

The BLP will continue to meet the three aims of the PSED:

- Eliminate discrimination, harassment, and victimisation
- Advance equality of opportunity
- Foster good relations between people who share a protected characteristic and those who do not

Recruitment, Retention and Development of Staff

- Take positive steps to encourage applications for leadership posts from people reflective of the diversity of the pupils and the local and wider community by summer 2028;
- Take positive steps to encourage applications for teaching and non-teaching posts from people reflective of the diversity of the pupils and the local and wider community by summer 2028;
- Launch leadership mentoring and development for aspiring leaders from underrepresented groups
- Ensure there is high quality Professional Development available for all teachers to ensure all staff are given the opportunity to professionally flourish;
- Ensure that there are opportunities for leadership and professional development for a diverse range of staff members.

Outcomes for All Pupils

- Identify any gaps in attendance between different groups of pupils and prioritise interventions to improve the attendance of disadvantaged groups
- Ensure that all groups of pupils have access to wider enrichment opportunities through the implementation and tracking of our enrichment curriculum.
- Identify any gaps in attainment and progress between different groups of pupils at the end of each key stage, in the phonics screener, in the multiplications check and at the end of the academic year and prioritise for interventions in the Development Plan.
- Reduce suspensions for those with SEND or from disadvantaged, minority ethnic backgrounds

Awareness and Role Models

- To raise equality awareness with pupils and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics
- To ensure that the schools promote role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc.
- Deliver and implement the Not In Our School policy across all trust schools to reduce discrimination and increase the strength of reporting systems