



Carr Manor Community School Review of Public Sector Equality Duty (PSED)

At Carr Manor Community School 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. Due regard to the Public Sector Equality Duty is given when developing and reviewing all school policies.

We have carefully considered and analysed the impact school policies have on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement.

Decision makers in schools are aware of the duty to have “due regard to equality” when making a decision or taking an action and assess whether there are implications for people with particular protected characteristics.

The PSED is integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind

Carr Manor Community School Equality Objectives:

At Carr Manor Community School 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

We understand that PSED applies to all aspects of school life which are to do with how the school treats its pupils and prospective and former pupils and their parents and carers; how it treats its employees and how it treats members of the local community. Further, we will not discriminate because of the characteristics of another person, such as a parent or partner, with whom they are associated.

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.

Our Inclusion policy adheres to the Equality Act 2010 and extends to the protected characteristics it defines: race and ethnicity; disability; sex; religion or belief; sexual orientation; pregnancy and maternity; and gender identity and reassignment.





We recognise that it is important at Carr Manor Community School 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 whether the parents have specific access needs.

The following Equality objectives were selected following a review of findings from stakeholders and school data. The objectives will last for 4 years but progress will be reviewed every 12 months:

By July 2020, the engagement and participation of our EAL pupils will have improved. This will be measured by: raising attendance to 90% and for the cohort; ensuring all departments have a strategy for provision for EAL pupils; as a cohort, sleuth behaviour points show positive engagement by being a plus figure.

By July 2020, to ensure all girls are knowledgeable about future potential career paths including a focus on non-stereotypical options, through a carefully planned programme of assemblies, curriculum material and enrichment work

By July 2018, to improve the extra-curricular participation of all vulnerable pupils, particularly those with SEND, through monitoring and promoting participation activities, especially those activities with leadership opportunities.

By July 2020 to improve understanding and tolerance of other faiths, cultural background or race in school, through a planned programme in PHSE and tutor time, with bespoke input for pupils who are vulnerable to becoming intolerant and using sexist, racist, homophobic or bigoted language. This will show as a reduction of intolerant behaviour on sleuth.

