

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.

Protected Characteristics

The Department for Education (DfE) has published [non-statutory advice](#) that sets out schools' obligations under the PSED.

Paragraph 5.1 explains that the PSED extends to the following protected characteristics:

Race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment

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 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 characteristics, and between people who share a protected characteristic and people who do not share it

What do our schools do to eliminate discrimination

All schools within Paradigm Trust are committed to meeting PSED. We aspire for all pupils to reach their full potential and have high expectations that they will do so. In addition, we are working towards the following core equality objectives, which apply to all our schools:

- to ensure that arrangements for pupil admissions across the schools are fair and non-discriminatory
- to minimise any achievement differences between pupils of different genders and sexual orientations
- to minimise any achievement differences between pupils from different ethnic groups
- to minimise any achievement differences between pupils from different religious groups
- to minimise any achievement differences between pupils who have special education needs and/or disabilities and those who do not.

These objectives run through all aspects of our curriculum and our approach to high quality teaching.

The schools are able to demonstrate that they are meeting their equality duty through reference to the following:

- the implementation of our admissions policies (available from the school's website, and on request from each school's administration office)
- school performance data (available from each school's website, and on request from each school's administration office)
- behaviour and anti-bullying policy and accessibility plan (available from the Trust's website, and on request from each school's administration office)
- school development plans (available on request from each school's administration office)
- curriculum materials (available from each school's website, and on request from each school's administration office)
- diversity of textbooks and curriculum materials considered, and where possible, reflective of the communities served by the schools
- Trust board, committee and academy council minutes (available on request from each school's administration office or from school websites).

Schools hold data on their composition, broken down by year group, ethnicity, gender, and EAL, which is available upon request.

The Trust is committed to ensuring that pupils, parents, staff and other stakeholders are involved in advancing the provisions made by the schools to promote equality and eliminate discrimination and can do this through work with academy councils, school councils and the employee voice forum.

We are working towards the following core equality objectives for our staffing team:

- Ensuring all staff complete equality, diversity and inclusion training every three years
- Embedding our DEIB framework across the organisation and delivering against the agreed actions and priorities
- Providing the Board with an annual diversity deep-dive to monitor progress, identify trends and support informed decision-making

We are able to demonstrate that we are meeting our equality duty through reference to the following:

- Regular staffing reports to the Trust Board, and its operations & finance committee
- Trust wide family-friendly policies for staff, including flexible working
- Publishing the gender pay gap and high earner data on the Trust website
- Staff and pupil surveys