



Public Sector Equality Duty (PSED) Statement and Objectives 2025

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MISSION:

TOGETHER WE CAN ACHIEVE

Be kind to one another and build each other up. 1 Thess 5:11

VISION:

WE AIM TO DEVELOP A **PASSION FOR LIFELONG LEARNING**
EXPLORING **LIFE IN ALL ITS FULLNESS**
WITH **HOPE AND ASPIRATION**
THROUGH A **WORLD CLASS EDUCATION**

I have come that they may have life, and have it to the full. John 10:10

SCHOOL VALUES:



Jeremiah 31:3

*I have loved you with an everlasting love;
I have drawn you with unfailing kindness.*



Psalms 118:24

*This is the day that the Lord has made;
let us rejoice and be glad in it.*



Psalms 133:1

*How good and pleasant it is when
God's people live together in unity!*



Jeremiah 29:11

*For I know the plans I have for you,
declares the Lord.
Plans to prosper you and not to harm you,
plans to give you hope and a future.*

Sneinton St Stephen's Church of England Primary School

Public Sector Equality Duty (PSED): Statement and Objectives

1. Introduction

At Sneinton St Stephen's, Governors and school leaders will fulfil the Public Sector Equality Duty by giving it relevant and proportionate consideration. In policy development, decision making and in carrying out school functions leaders will seek to:

- Eliminate discrimination and other conduct that is prohibited by the act
- Advance equality of opportunity between people who share protected characteristics and people who do not share it
- Foster good relations across all characteristics (age will be considered as an employer rather than between pupils)

2. Equality Information – Our Context

Sneinton St. Stephen's serves a richly diverse community in inner-city Nottingham. We monitor equality data annually, including pupil demographics (e.g., gender, ethnicity, SEND, EAL, and disadvantaged pupils) and use this to inform our curriculum, policies, and practice.

This information helps us identify priorities and measure the impact of our equality objectives.

2. Protected Characteristics

At Sneinton St Stephen's, our commitment to equality and inclusion is grounded in our Christian vision to "be kind to one another and build each other up" (1 Thessalonians 5:11). We believe that every member of our community is unique and of equal worth, created in the image of God, and deserving of dignity, fairness, and respect.

The Equality Act 2010 protects individuals from discrimination and unfair treatment through nine protected characteristics. By understanding and upholding these, we ensure that our school is a place where all can flourish and "live life in all its fullness" (John 10:10).

The protected characteristics are:

- Age (as an employer)
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



We actively promote equality and inclusion by embedding these principles into our curriculum, policies, and everyday interactions. In doing so, we celebrate diversity, challenge discrimination, and foster a culture of belonging where every pupil, member of staff, and family is valued as part of our school community.

Equality Information and Objectives

(Revised in conjunction with Equalities Policy and Statement)

Objectives: September 2024 – September 2028

Last Reviewed: September 2025

Aim	Action	Impact
Objective 1 - Protected characteristics Ensure all members of the Sneinton St Stephen's community feel equal and can "see themselves" in the school curriculum and supporting resources.	- Consult community stakeholders when developing policy so that all views are taken and inform practice - School Governors minute where protected characteristics have been considered in decision making. - Reading material reflects the school community Invest in a range of fiction texts so that children can see themselves in stories - Involve wider community members in collective worship to showcase inspirational and aspirational stories from individuals with protected characteristics	The adults and children celebrate diversity and are tolerant to all religions, cultures and groups of people within society (Evidence – pupil voice; work scrutiny; equalities incidents). Learning environment celebrates the diversity of Sneinton Policy informed by stakeholder consultation e.g. RHE Policy and considerate decision making
Objective 2 - Accessibility for all To improve accessibility and adaptations for adults and pupils with a disability	- Audit the school environment and consider the needs of adults and pupils with a disability - Financial investment to upgrade accessibility including: yellow step markings and hand rails - Invest in digital resources with accessibility tools - Engage multi agency support for specialist learning resources and tools - Ensure wheelchair access to each of the school buildings	Pupils and staff have equal and safe access to the school site The school is prepared to meet the needs of pupils or adults considering application to the school
Objective 3 Promote equality Foster good relations between people who share a protected characteristic and people who do not	- Positive relations and British Values are promoted through whole school collective worship. - Difference and identity is explored through curriculum resources and stakeholder communication - Faith Partnership engagement – exploring similar faith, different or none e.g. partnership with Zaytouna (Islamic Primary School)	Healthy and positive relationships are held between people with and without a protected characteristics Single Equality incident reporting reduction

Progress towards these objectives is reviewed annually as part of the school's monitoring and evaluation cycle and reported to Governors through the Equalities and Inclusion review. Objectives are fully refreshed every four years.

Equality Information

This statement draws on monitoring and evaluation from the end of the 2024–2025 academic year and sets priorities for continued action during 2025–2026. Equality information is updated annually to reflect the most recent data and the impact of actions taken.

End of Academic Year 2024-25

