



UNIVERSITY OF
BIRMINGHAM
SCHOOL

University of Birmingham School

Public Sector Equality Duty

JUNE 2026

University of Birmingham School Public Sector Equality Duty

Review Frequency	Annually	Review date	June 2026
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Staff Responsible	C Townsend		

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At University of Birmingham School we refer to Pupils (who are in Years 7-11 and aged 11-16) and Students (who are in Years 12/13 and aged 17-18)	

1. Aims

The University of Birmingham School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our School aims to promote respect for differences and diversity in accordance with our values, and in line with the vision and ethos for the School:

[Vision and Ethos Statement - University of Birmingham School](#)

Serving diverse communities by design, the School fosters and enacts approaches so that, together, we'll flourish.

2. Legislation and guidance

This document meets the requirements under the following legislation:

1. [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
2. [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require Schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
3. This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and Schools](#).
4. This document also complies with the University of Birmingham School's funding agreement and articles of association, which may be found on the School's website.

3. Roles and responsibilities

The Governing Board will:

1. Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the School, including to staff, pupils and parents
2. Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
3. Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

The Principal will:

1. Promote knowledge and understanding of the equality objectives among staff and pupils
2. Monitor success in achieving the objectives and report back to Governors, explicitly or implicitly via the Governors' various Committees, or at the Board where appropriate.

The Senior Leadership Team will:

1. Support the Principal in promoting knowledge and understanding of the equality objectives among staff and pupils
2. Discuss where appropriate equality matters, considerations, and strategies with Governors during area-link visits to School
3. Support the Principal in identifying any staff training needs, and deliver training as necessary

All School staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes or notes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually, as part of the cycle of training mapped through the School's CPD plans.

Equality issues are brought forward through the various termly reporting to Governors.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the School aims to advance equality of opportunity by:

1. Removing or minimising disadvantages experienced by people that are connected to a particular characteristic they have (e.g. pupils with additional needs or disabilities, or gay pupils at risk of homophobic bullying). Through its overarching approach of character education, all at the School foster behaviours of 'doing the right thing', promoting an ethos of 'no outsiders', and encouraging up-standers to act as voice and advocates against adversity, wrong doing, or discrimination
2. Taking steps within available resources to meet the particular needs of people of particular characteristics – for example those of faith, by facilitating individual prayer and reflection

3. Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of School co-curricular activity)
4. The School will review attainment data each academic year showing how pupils with different characteristics are performing and will seek to put in place strategies or approaches to address and impact positively on inequality. This may for example be through its targeted support for those eligible for Pupil Premium
5. Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
6. Review research, or national or benchmarked data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The School aims to foster good relations between those who share a protected characteristic and those who do not share it by:

1. Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and Learning for Life, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
2. Holding assemblies addressing relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
3. Working with our local community. This includes inviting visitors and speakers to assemblies, and organising School trips and activities based around the local community
4. Encouraging and implementing initiatives to promote community cohesion amongst pupils within the School. For example, our School Council and Guild has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the School's activities, such as sports teams. We also work with parents to promote knowledge of character education and an understanding of different cultures
5. We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The School ensures it has due regard to equality considerations whenever significant decisions are made.

The School always considers the impact of significant decisions on particular groups. For example, when a School trip or activity is being planned, the School considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for pupils of different sex and gender

The School keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties. This is recorded at the same time as the risk assessment when planning School trips and activities.

8. Monitoring arrangements

The Principal, supported by the Senior Leadership Team, will review and monitor equality information, systematically in preparing for termly reports for Governor Committees. Accordingly, Governors will offer scrutiny of equality related matters, providing appropriate support and challenge.

Governors receive and review this Statement of Public Sector Equality Duty annually. Governors receive and review related policies, such as the Equalities Policy, in line with the University of Birmingham School's cycle of business.

9. Links with other policies and documents (the list below is not exhaustive*)**

This document links a range of policies and School development documents, including:

- Accessibility Plan
- Children in Care (and Previously in Care) Policy
- Educational Visits and Off Site Policy
- English as an Additional Language Policy
- Equalities Policy
- Learning for Life Policy
- Preventing Bullying Policy
- Position Statement – Personal Prayer and Reflection
- Professional Learning and Development Policy (for Staff)
- School Improvement Plan
- SEND and Inclusion Policy