 HOLYPORT COLLEGE	Public Sector Equality Duty (PSED)	
	Effective Date: June 2024	Version No: v1.0


Title	Public Sector Equality Duty (PSED)
Person responsible for policy formulation, implementation, maintenance and evaluation	Assistant Head Curriculum Support
Persons consulted	ELT GWC FGB
Status	Original Policy
Approved Date	June 2024
Date of future review	June 2025

REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed		Approved/Noted	
			By	Date	By	Date
v1.0	June 2024	New Statement	SLT	10.06.24	GWC FGB	17.06.24 tbc

POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to a periodic review by Holyport College that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. Holyport College reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

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PUBLIC SECTORY EUQAILTY DUTY (PSED)

Holyport College is committed to equality and inclusivity. We aim for every student to fulfil their potential no matter what his/her background or personal circumstances. We are committed to a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We wholeheartedly agree with the Equality and Human Rights Commission statement:

“To reap the full benefits of equality and human rights educations, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations”

In all aspects of College life, we are committed to fairness and equity this include through:

- Our curriculum
- Pastoral support
- Co-Curriculum programme
- Assembly programme

There are three main elements within the act and in carrying out our functions, as a school, we must have regard for the need to:


1. Eliminate discrimination and other conduct prohibited by the act
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.

This duty applies to all students, staff and others using the facilities. At all times we will give relevant and proportionate consideration to the PSED when considering our provision.

Protected characteristics under the Act are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not students)
- Marriage and Civil Partnerships (only applicable to staff, not students)

N.B. Age and marriage and civil partnerships are not protected characteristics within the College’s provisions for students.

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The College will have due regard to advancing equality of opportunity including making a clear and consistent commitment to:

- Minimise or eliminate disadvantages suffered by person or persons who share a relevant protected characteristic
- Take steps to meet the needs of a person or persons who share a protected characteristic that are different from the needs of others who do not share it
- Encourage persons who share a relevant protected characteristic to participate fully in public life
- Encourage persons who share a relevant protected characteristic to participate fully in any college activity in which participation by such persons is disproportionately low

In exercising our duty, we will consider the six Brown principles of ‘due regard’:

1. **Awareness** - all staff know and understand what the law requires
2. **Timeliness** - implications considered before they are implemented
3. **Rigour** - open-minded and rigorous analysis, including parent/student voice
4. **Non-delegation** - the PSED cannot be delegated
5. **Continuous** - ongoing all academic year
6. **Record-keeping** - keep notes and records of decisions and meetings

Holyport College welcomes the opportunity to be transparent and accountable. Holyport College fulfils the specific duties of the Act by publishing their Equality Information and Objectives on the College website, within its Equity, Diversity and Inclusion policy.


EQUALITY INFORMATION

We maintain confidentiality and work to the principles set out in the General Data Protection Regulations (GDPR) to protect personal data. We publish information in a way so that no student or staff member can be identified.

Staff

As at June 2024
(124 Employees)

Age	<p>The College complies with its equalities duties in this regard</p> <p>18-20: 1.61% 21-30: 17.74% 31-40: 19.35% 41-50: 31.45% 51-60: 24.19% 60+: 5.65%</p>
Disability	We ensure reasonable adjustments are made where appropriate
Gender reassignment	We are committed to supporting any staff member towards gender reassignment


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Marriage and civil partnerships	The College complies with its equalities duties in this regard
Pregnancy and maternity	The College complies with its equalities duties in this regard
'Race'/ethnicity*	<p>Our staff profiles comprise:</p> <p>White British 58.06%</p> <p>White, any other White Background 5.65%</p> <p>Asian or Asian British, Indian 3.23%</p> <p>Black or Black British, African 2.42%</p> <p>Any other ethnic background 1.61%</p> <p>White Irish 0.81%</p> <p>Chinese 0.81%</p> <p>Mixed, White and Black Caribbean 0.81%</p> <p>Mixed, any other mixed background 0.81%</p> <p>'Blank'/Not obtained 23.38%</p> <p>Did not wish to be recorded 2.42%</p>
Religion and Belief	Not monitored at present
Sex (male/female)	Female: 69% Male: 31%
Sexual orientation	We are committed to supporting all staff members regardless of sexual orientation


Students

As at June 2024
(620 students)


Age	The College complies with its equalities duties in this regard
Disability	Reasonable adjustments are made where appropriate
Gender reassignment	We are committed to supporting any student towards gender reassignment
'Race'/ethnicity*	<p>Our student profiles comprise (largest five groups highlighted in blue):</p> <p>Arab 0.32%</p>

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	<p>Asian and any other ethnic group 1.45%</p> <p>Asian and Chinese 0.97%</p> <p>Bangladeshi 0.32%</p> <p>Black and any other ethnic group 0.32%</p> <p>Black Caribbean 0.16%</p> <p>Black European 0.65%</p> <p>Chinese + any other ethnic group 0.81%</p> <p>Egyptian 0.16%</p> <p>Hong Kong Chinese 0.81%</p> <p>Indian 5.16%</p> <p>Information not yet obtained 8.39%</p> <p>Iranian 0.16%</p> <p>Iraqi 0.16%</p> <p>Kashmiri Pakistani 0.32%</p> <p>Latin/South/Central American 0.32%</p> <p>Moroccan 0.32%</p> <p>Other Asian 0.32%</p> <p>Other Black 0.32%</p> <p>Other Black African 9%</p> <p>Other Chinese 0.16%</p> <p>Other ethnic group 0.16%</p> <p>Other missed background 1.61%</p> <p>Other Pakistani 1.77%</p> <p>Other White British 1.94%</p> <p>Refused 1.61%</p> <p>Taiwanese 0.16%</p> <p>White – Cornish 0.16%</p> <p>White – English 44.19%</p> <p>White – Irish 0.81%</p> <p>White – Scottish 0.97%</p> <p>White – Welsh 0.65%</p> <p>White + any other Asian Background 1.61%</p> <p>White and any other ethnic group 1.13%</p> <p>White and Black African 1.45%</p> <p>White and Black Caribbean 1.61%</p> <p>White and Chinese 0.65%</p> <p>White and Indian 1.13%</p> <p>White and Pakistani 0.81%</p> <p>White Eastern European 0.97%</p> <p>White Other 3.23%</p> <p>White Western European 1.77%</p> <p>(blank) 0.97%</p>
First Language (EAL – English as an Additional Language)	<p>8.4% EAL</p> <p>The languages spoken within our student community are (largest five groups highlighted in blue):</p> <p>Afrikaans 0.16%</p>

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	<p>Akan (Twi/Asante) 0.32%</p> <p>Arabic 0.32%</p> <p>Believed to be English 0.65%</p> <p>Bulgarian 0.16%</p> <p>Chinese 0.81%</p> <p>Chinese (Cantonese) 0.48%</p> <p>Ebira 0.16%</p> <p>English 91.61%</p> <p>Farsi/Persian 0.16%</p> <p>French 0.16%</p> <p>Gujarati 0.16%</p> <p>Hindi 0.65%</p> <p>Italian 0.32%</p> <p>Japanese 0.32%</p> <p>Panjabi 0.16%</p> <p>Polish 0.48%</p> <p>Portuguese 0.16%</p> <p>Refused 0.16%</p> <p>Shona 0.65%</p> <p>Spanish 1.13%</p> <p>Tagalog/Filipino 0.16%</p> <p>Ukrainian 0.16%</p> <p>Yoruba 0.16%</p> <p>(blank) 0.16%</p>
Religion and Belief / no belief	<p>Our student profile comprises:</p> <p>Buddhist 0.16%</p> <p>Christian 47.58%</p> <p>Hindu 3.23%</p> <p>Muslim 6.61%</p> <p>No religion 28.06%</p> <p>Roman Catholic</p> <p>Sikh 2.10%</p> <p>Refused 1.29%</p> <p>Other 2.26%</p>
SEND	<p>Students identified with a Special Education Need:</p> <p>EHCP: 3.7%</p> <p>SEN Support K: 15%</p>
Sex – male/female	<p>Female: 51%</p> <p>Male: 49%</p>
Sexual orientation	<p>We are committed to supporting all students regardless of sexual orientation</p>
Pupil Premium	<p>Students eligible for Pupil Premium: 13%</p>

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We update our equality information annually.

*Though the Act refers to 'race', the use of ethnic/cultural origin, background or heritage is often more appropriate.