



be kind | work hard | take responsibility

## Public Sector Equality Duty (PSED)

<b>Approved by:</b>	Resources Committee	<b>Date:</b> Pending
<b>Last reviewed on:</b>	Spring 2026	
<b>Next review due by:</b>	Autumn 2026	

## Version Control

Current version	Previous version	Summary of changes made
Jan 2026		Updated for populations of pupils and staff
Jan 2025		New document

Little Lever School is committed to equality.

Our school aims are that every student achieves things that they never thought they could, by being supported to:

1. Be kind
2. Work hard
3. Take responsibility

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 concur with the Equality and Human Rights Commission (EHRC) statement:

*'To reap the full benefits of equality and human rights education, 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 school life, we are committed to fairness and equality; this includes:

- our curriculum
- assembly programme
- pastoral support
- extracurricular programme and activities

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:

- Eliminate discrimination and other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- 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)

NB: Age and marriage and civil partnership are not protected characteristics within the school's provisions for students.

Our school 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 school 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 & meetings

Little Lever School welcomes the opportunity to be transparent and accountable. Little Lever School fulfills the specific duties of the Act by publishing their Equality Information and Objectives on the School's website.

We aim to present the information in a format that is easy to read and can be accessed simply from the school website.

**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

<b>Age</b>	The school complies with its equalities duties in this regard.
<b>Disability</b>	1.57% of staff have a recorded disability. We ensure reasonable adjustments are made where appropriate.
<b>Gender reassignment</b>	We are committed to supporting any staff member towards gender reassignment.
<b>Marriage &amp; civil partnerships</b>	The school complies with its equalities duties in this regard.
<b>Pregnancy and maternity</b>	The school complies with its equalities duties in this regard.
<b>'Race' / ethnicity</b>	Our staff profile comprises: White British <b>84.3%</b> Asian/Asian British, Indian <b>4.3%</b> Asian or Asian British, Any other Asian Background <b>1.65%</b> Asian or Asian British, Pakistani <b>1.65%</b> Black or Black British, Any other Black background <b>1.65%</b> Mixed, any other mixed background <b>1.65%</b> Asian or Asian British, Bangladeshi <b>0.83%</b> Black or Black British, African <b>0.83%</b> Black or Black British, Caribbean <b>0.83%</b> Chinese <b>0.83%</b> White, any other White Background <b>0.83%</b> White, Irish <b>0.83%</b>
<b>Religion and belief / no belief</b>	Religion is not recorded
<b>Sex (male/female)</b>	26.45 % male 73.55% female
<b>Sexual orientation</b>	We are committed to supporting all staff members regardless of sexual orientation

# Students

<b>Age</b>	Our students range in age from 11 to 18 years
<b>Disability</b>	Reasonable adjustments are made where appropriate.
<b>Gender reassignment</b>	We are committed to supporting any student towards gender reassignment
<b>'Race' / ethnicity</b>	<p>Our student profile comprises:</p> <p>Any other black background – 0.09%      Any other ethnic group – 0.18%      Any other mixed background – 1.19%      Any other white background – 1.64%      Asian – British – 0.18%      Black – African – 1.64%      Black – Caribbean – 0.09%      Chinese – 0.09%      Gypsy/Roma – 0.09%      Indian – 0.91%      Information not yet obtained – 0.91%      Kashmiri other – 0.36%      Other Asian – 0.82%      Pakistani – 4.65%      White British – 82.94%      White Irish – 0.18%      White and Asian – 1.28%      White and Black African – 1.00%      White and Black Caribbean – 1.64%</p>
<b>EAL (English as an Additional Language)</b>	<p>4.47% EAL</p> <p>The languages spoken within our student profile are:</p> <ul style="list-style-type: none"> <li>● Akan (Tiw/Asante)</li> <li>● Arabic</li> <li>● Chinese (Cantonese)</li> <li>● Dutch/Flemish</li> <li>● English</li> <li>● Filipino</li> <li>● Greek</li> <li>● Gujarati</li> <li>● Hungarian</li> <li>● Kannada</li> <li>● Malayalam</li> <li>● Other</li> <li>● Pahari (Pakistan)</li> <li>● Panjabi</li> <li>● Polish</li> <li>● Portuguese</li> <li>● Romanian</li> <li>● Russian</li> </ul>

	<ul style="list-style-type: none"> <li>• Shona</li> <li>• Spanish</li> <li>• Swahili/Kiswahili</li> <li>• Urdu</li> <li>• Yoruba</li> </ul>
<b>Religion and Belief / no belief</b>	<p>Our student profile comprises:</p> <p>Buddhist – 0.09%  Christian – 36.59%  Hindu – 0.64%  Jewish – 0.09%  Muslim – 5.57%  No religion – 41.24%  Not known – 12.96%  Other – 0.82%  Refused – 1.55%  Sikh – 0.09%</p>
<b>SEND</b>	<p>Students identified with a Special Education Need:</p> <p>4.32% - Education, Health &amp; Care Plan  16.16% - School support  79.52% - No Special Education Need</p>
<b>Sex – male/female</b>	<p>Female: 45.35%  Male: 54.65%</p>