

Littledean Church of England Primary School and Pre-School

Public Sector Duty – Publication of Equality Information 2025-2026

And

Public Sector Equality Duty – Publication of Equality Objectives 2025-2029

Statement of Intent

At Littledean C of E Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring equality of opportunity for all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the barriers that could lead to different outcomes for different groups of children in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Children
- Staff
- Parents/carers
- Governors
- Outside agencies linked to the school
- Visitors to the school
- Students on placement

We ensure that the content of this policy is known to staff and governors, and also, as appropriate to all children and parents.

Our Objectives

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender identity, sexual orientation, colour, race, ethnic or national origin or religious beliefs.
- To ensure that this policy is applied to all we do.

Equality Act 2010

On 1st October 2010, the Equality Act 2010 replaced all legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation.

The Governing Board at Littledean C of E Primary School and Pre-School is responsible for ensuring that the school meets the requirements of the Equality Act. The Governing Board welcome this responsibility and will:

- Ensure that everything that the school does is fair, non-discriminatory and does not put individuals or groups of people at a disadvantage.
- Ensure the school takes all reasonable steps to see that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the school to have 'due regard' for equality in all its functions.
- Ensure the school complies with the two new 'specific' duties to publish equality information and objectives.

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

How will we put this into practice?

Admission – The school follows the Local Authority Admission Policy, which does not permit (providing resources are available) sex, race, colour or disability to be used as a criteria for admission, augmented by creed and ability. This will be revised at the Local Authority change recommendations.

Registration – Pupils' names should be accurately recorded and pronounced correctly. Pupils should be encouraged to accept and respect names from other cultures.

Discrimination – All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, or teaching areas. It should always be made clear to the offending individuals that such behaviour is unacceptable and further action could be taken.

Pupils – If there are incidents of discriminatory behaviour, the appropriate senior staff member should be informed and consideration given to involving the parents. Racist and political symbols, badges and insignias on clothing and bags are forbidden in school.

Staff – The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism.

Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

The Curriculum – All pupils must have equal opportunity of access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must demonstrate sexual and cultural diversity.

Language – The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they use themselves. Pupils and staff must feel that their language or dialect is valued.

Resources – The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multi-cultural and non-sexist.

Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences

Public Sector Equality Duty

Since April 2011, schools have been bound by a part of the Equality Act 2010 called the public sector equality duty (hereinafter referred to as the PSED or the 'equality duty').

The equality duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and actions plans for these groups.

Whilst there is now no requirement for schools to have these equality policies, schemes and/or action plans the Governing Board will ensure that there will be no discrimination, harassment or victimisation of a pupil or potential pupil because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the 'protected characteristics' in the Equality Act. These 'protected characteristics' are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Note: the protected characteristics of age and marriage and civil partnership apply to schools as employers, but not to their provision for pupils.

The new equality duty has two parts: the 'general duty' and 'specific duties'.

The General Duty

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact pupils and staff.

Schools are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

The Specific Duties

The two specific duties for schools aim to assist them in meeting the general duty. These are:

- To publish information to show how they are complying with the equality duty. This must be updated at least annually.
- To prepare and publish one or more specific and measureable objectives at least every four years.

How will we achieve equality?

The school makes 'reasonable adjustments' to ensure equality and that no pupil is placed at a substantial disadvantage. To make their reasonable adjustments we:

- Plan ahead;
- Identify potential barriers;
- Work collaboratively;
- Identify practical solutions through a problem-solving approach;
- Ensure staff have the necessary skills;
- Monitor the effects of the adjustments in this policy;
- Consider how the effect of any proposed change upon all members of the school community and the available resources.

Equality Objectives

The Governing Board have set the following Equality Objectives for the four academic years commencing March 2025. These will be monitored by the Governing Board regularly, and reviewed at least annually.

- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational need is improving towards that of other pupils with the same starting points.
- The school will ensure that the mental health and wellbeing of all pupils will have priority so that children will develop resilience to successfully manage the challenges they face in an increasingly complex world.

Written – April 2025

Approved by Full Governing Board – 21st May 2025

Review – April 2028