

# Public Sector Equality Duty



Approved by the governing body on:-	March 2024
Signed (Chair of Governors)	
Review Date	March 2025

TO BE READ WITH: LCC Diversity and Inclusion Policy

## **Introduction**

This single equality scheme (SES) integrates the general duties that apply to public bodies including maintained schools and academies, and extends to all groups with protected characteristics; specifically in relation to race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. The duties cover staff, students and people using the services of the school.

A person's age is a protected characteristic in relation to employment and services, but does not apply to pupils in schools.

The over-arching statement includes priorities and actions to eliminate discrimination and harassment for all equality areas; those groups with protected characteristics.

In the Autumn of 2007, the then Department for Children Schools and Families (DCSF) produced a single equality scheme and the Equality Act 2010 brings a statutory requirement for public bodies, including schools, to have such a scheme and has consolidated equality legislation. It also has had the effect of replacing all previously existing legislation eg the Race Relations Act, Disability Discrimination Act and the Sex Discrimination Act.

It is a further requirement to review the single equality scheme and any associated action plan annually and this will be through the governing body and will cover activity undertaken in relation to the three original equality schemes and the other equality strands together with the requirements for promoting community cohesion.

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## **Statement**

Eagle CP School is a broadly white school of 90+ people, both adults, pupils and pre-schoolers. We believe that everyone in the school is of equal value and should have equal opportunities in school, the community and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability. This will not happen in our school.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our school and to the community. The staff and governors for their part strive to give unconditional trust and ask of pupils that they endeavour to be honest and give respect to other people and their property.

Equal opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make Eagle CP School an inclusive school with equal opportunities.

## **Aims**

Our main aim is to offer an education appropriate to each individual pupil's needs, regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability, gender reassignment, pregnancy or maternity or religious beliefs.

With regard to the revised SEN code of practice, the index for inclusion and the social inclusion initiatives, we aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability.

We aim to ensure that everyone at the school, (staff, pupils, parents, carers and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

We aim to ensure that active encouragement is given to all pupils in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person his or her educational opportunity.

Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's equal opportunities policies.

We regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across the school.

We aim to challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the school's single equality scheme, (including disability, gender and racial equality policies and codes of conduct). This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.

We aim to create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the school will maintain strong community/parental links and governors will give support to the school and all its stakeholders, to ensure an effective educational delivery.

### **Guidelines**

Any provisions related to equal opportunities and racial equality must set out clearly its aims and objectives (with acknowledgement to the Development Education Association):

- Human dignity (pupils develop a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background).
- Justice and fairness (pupils value genuinely democratic processes and principles and are willing to take action on this).
- Commitment to equality (pupils recognise the principle of equality as the underpinning of relationships between individuals, groups and societies).
- Appreciation of diversity (pupils develop an open-minded approach to other cultures and social groups and are willing to learn from them).
- From this, the following key guidelines emerge:
- All pupils should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
- Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity.
- The provision of genuine equality of opportunity must be inherent in the education the school offers. The curriculum opportunities must be open to all. The school must challenge any gender stereotyping, which leads to constraints on the development of pupils' abilities and aspirations and should include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.
- The school should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem.

More specifically, this means the following codes of practice for governors and staff, pupils, parents/carers and visitors and contract staff.

### **Governors and Staff**

Staff will treat each other and all pupils with respect.

Staff will examine the ideas and images in books and other resources and will challenge negative images and give all pupils positive images.

Attendance at in-service training courses on equal opportunities will be encouraged. Staff will make every effort to understand the origins and nature of racism, disability, sexism and other forms of prejudice to recognise their own prejudice where it exists.

The school values the fact that some pupils are bilingual and will encourage the teaching and/or use of community languages.

Positive links will be developed with the homes of pupils and communities from which our pupils come.

Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The school will support victims of such incidents, on or off the premises.

Appointment and promotion of staff will be made and monitored in accordance with the school's equal opportunities policy for staff selection, appointment and promotion. The governing body will monitor the balance at all levels of gender and ethnicity as well as membership of the governing body.

### **Pupils**

All pupils are valued for themselves and can expect to have their culture and language treated positively and with respect.

Pupils will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.

If pupils feel they have been abused racially or bullied they should report the matter immediately to their teacher. All pupils can expect to be listened to and have their complaints investigated. If a pupil feels their complaint has not been properly dealt with they may take the matter to the headteacher.

Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular by their teacher. Anyone who has committed such offences will be dealt with appropriately – in the case of pupils this may include exclusion from the school.

All pupils should treat each other and staff with respect.

### **Parents/Carers and Visitors**

Parents/Carers are very important to the school and in particular they have much to contribute to the single equality scheme; their views are welcome and valued at all times. We ask that all parents/carers fully support the school single equality scheme.

The school will discuss with parents/carers any incidents of racist, disability, sexist abuse or bullying and harassment incidents in which their sons or daughters have been involved.

If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's teacher.












Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism, sexism, disability or other discrimination should report them to the headteacher or one of the senior staff. They should also abide by the code of conduct established by the school in relation to the single equality scheme.

### **Implementation**

The school will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.

All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.

Information will be collected about pupils' performance and progress in all areas of school activity, including racial groupings, to analyse trends that could have an adverse impact on pupils' attainment:

-  Admissions and transfer procedures.
-  Assessment and subsequent groupings by ability/attainment levels.
-  Curriculum, teaching and learning (including language and cultural needs).
-  Pupil behaviour, discipline, punishment and reward.
-  Exclusions (fixed term and permanent).
-  Racism, racial harassment and bullying.
-  Staff recruitment and career development.
-  Membership of the governing body.
-  Parental involvement.
-  Working with the community.
-  Support, advice and guidance given by all staff

### **Action planning**

As and when new objectives are determined an action plan will be developed by the senior leadership team (SLT) and data will be reported to the governing body and recorded appropriately.

Objectives will be published every 4 years.

## **Evaluation (monitoring and assessment) and concluding notes**

This policy is to be monitored by the SLT to ensure its effectiveness through the school's self-review processes.

Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, pupils and parents understand and meet their responsibilities.

The effectiveness of the policy will be confirmed by its impact upon the raising of all pupils' levels of attainment, together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as maintaining the gender/disability/racial balance within the staffing establishment, including at senior level.






This policy statement will continue to be discussed with pupils, parents/carers, interested parties, staff and governors.

The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community. The statement will be reviewed annually.

The single equality scheme should impact upon all the policies and procedures in the school and all other school policies and procedures will be assessed to ensure their compliance with this scheme.

## **Additional notes on disability equality**

The disability provisions in the Equality Act mainly replicate those in the Disability Discrimination Act (DDA) 2005 and place a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

-  Promoting equality of opportunity between disabled people and other people.
-  Eliminating discrimination and harassment of disabled people that is related to their disability.
-  Promoting positive attitudes towards disabled people.
-  Encouraging participation in public life by disabled people.
-  Taking steps to meet disabled people's needs, even if this requires more favourable treatment and requiring that reasonable adjustments are made where needed.

## **Promoting disability equality**

This school operates in ways to ensure each and every person at our school who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage. We will take reasonable steps to avoid disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our school in practical and demonstrated ways.

In addition to the annual review, we will also ensure that disabled school members are involved in discussions about policy or practice changes that occur at times during the year.

## **Monitoring disability equality**

The governing body will ensure that matters of confidentiality are dealt with appropriately. We will ensure parents/carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that school has information about disability and health conditions.

In order to monitor the effectiveness of our policies and practices, all staff members will be given the opportunity to raise personal issues throughout the school year.

The school will make sure pupils feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.

When admitting new pupils to the school we will ensure information about disability is shared.





When appointing new staff, we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

Information will be collated about the recruitment, development and retention of disabled employees based on data collection and on staff interviews.



Information will be collated about the educational opportunities available to and achievements of disabled pupils based on data collection and on pupil/parent interviews.

### **Additional notes on promoting race equality**

This section of the plan reflects the general duties of schools in respect of race equality. The race equality provisions of the Equality Act replaced but mainly replicated those detailed in the Race Relations Act 1976 and as amended by the Race Relations (Amendment) Act 2000.

-  The general race equality duty requires us to have due regard to the need to:
-  Eliminate racial discrimination.
-  Promote equality of opportunity.
-  Promote good relations between people of different racial groups.

Under our specific duty we will:

-  Assess the impact of our policies, including this plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils.
-  Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

All schools are required to include, in their single equality scheme, their provisions for promoting race equality and to assess all other policies and schemes to ensure compliance with the same.

With regard to the statutory code of practice on the duty to promote race equality, we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of school activity.

To take direct action (including providing resources and mentoring/counselling support) to remove inequalities between racial groups in their levels of achievement and progress; and their experience of disciplinary measures (such as exclusions), admissions, or assessment.

To foster self-esteem and respect for each person as an individual and to create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, challenge and prevent racism and discrimination, and encourage good relations between people of different racial groups.

To prepare pupils to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated.

Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's equal opportunities and racial equality policies and code of practice.

All of the provisions of the over-arching single equality scheme apply to the racial equality provisions.

### **Additional notes on gender equality**




#### The duties

The Equality Act 2006 created the gender equality duty for all public sector bodies, including schools.

The gender equality duty is in two sections: the 'general duty' and the 'specific duty'. This duty is now incorporated in the requirements of the Equality Act 2010.


#### The general duty

We will actively seek to:

-  Eliminate unlawful discrimination and harassment.
-  Promote equality of treatment between males and females.
-  Protect the dignity and privacy of transgender persons.



#### The specific duty

The school will:

-  Gather and use information on how our school policies and practices affect gender equality, both in our workforce and in our educational functions.

#### Gender equality guidance

The production of this gender equality guidance, within the single equality scheme, provides a framework for integrating gender equality into all aspects of school life and demonstrates how the school will seek to fulfil the specific duty.

-  To encourage parents and carers of both genders to attend parents' evenings and to become involved in the school's learning environment.
-  To seek to ensure that there is a fair gender balance on the governing body so far as is possible.

- ☪ To identify and seek to eliminate stereotypes in curriculum content. In particular, to challenge perceptions that certain subjects are appropriate mainly to boys. For example, science and technology are seen as 'male' subjects whereas English, languages, drama and food technology are traditionally 'female' subjects and should be studied by girls.
- ☪ Opportunities to participate in all types of sports and also in dance will be equally available to boys and girls.
- ☪ Programmes will target underperformance by certain groups of boys.
- ☪ Sex education will include gender specific programmes to deliver sexual health education.
- ☪ Discrimination, bullying, harassment of all children, young people and adults will be dealt with according to our stated policies, regardless of gender.
- ☪ To ensure that our admissions and exclusions patterns operate fairly and are not biased towards one or other gender.
- ☪ To challenge sexist behaviour in whatever form it takes. We shall actively encourage boys and girls to respect each other as equals.
- ☪ The school must be seen to seek to employ, promote and train men and women equally at all levels and in all phases of education and childcare.
- ☪ We will not tolerate harassment of people based on their gender or transgender status.

#### Note: definition of 'gender'

'Gender' in this context refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities. It is not directly to do with the biological differences between male and female.

#### Summary

The school involves interested parties at all stages of development and review of the various components of the single equality scheme.

Information is collected on race, disability and gender relating to staff, children and other interested parties and is used to inform policies, strategic planning and activities.

The curriculum includes opportunities for pupils to understand issues relating to the key areas of race, disability and gender. Visual displays within the school reflect race, disability and gender issues appropriately.

All pupils are encouraged to participate fully in school life and every effort is made to ensure positive contribution from them.

In particular, pupil achievement is analysed by race, disability and gender and where necessary informs action planning.

General conduct is monitored by race, disability and gender, with particular attention being given to bullying and harassment issues, with any potentially motivated incidents being reported to the governing body on a termly basis.

Every effort is made to ensure that the physical accessibility needs of pupils, staff and visitors to the school are met. Open evenings are held in areas of the school most easily accessed by parents and carers.

The needs of parents, pupils and staff are considered in respect of publishing and sending out information.

## Equality Duty Objectives 2022-2026




### Objective 1

To ensure that our staff have the appropriate knowledge and training about good equalities practice so that we can ensure that our curriculum is diverse and accessible to all, that our behaviour management is fair and equal and that we can identify underachievement in all groups.

### Objective 2

To ensure that our curriculum reflects the rich diversities of the UK, our local area and of Eagle CP School in order to meet the needs of our children irrespective of race, gender, disability, sexual orientation and religion.




We will do this by:

-  Ensuring topics and resources used reflect diversity
-  Regularly reviewing and monitoring the curriculum to ensure that topics and resources are up to date
-  Ensuring that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential

### Objective 3

To continue to promote equality of opportunity in enrichment activities.




We will do this by:

-  Regularly monitoring the uptake of activities
-  Ensuring that there is as much a range of activities as possible to meet the needs of our community
-  Identifying and targeting groups with protected characteristics to ensure they have equal access and increase their engagement

### Objective 4

To review our approach to behaviour management to ensure that there is no discrimination of those children with protected characteristics.




We will do this by:

-  Regularly reviewing our behaviour policy and practices
-  Monitoring behaviour incidents and identifying any patterns and adapting our interventions appropriately
-  Ensuring that our interventions meet the needs of all our children

### Objective 5

To work towards closing the attainment gap at greater depth in English and maths.

We will do this by:

-  Ensuring all staff have the necessary information, training and resources to implement high quality lessons
-  Regularly monitoring attainment through analysing data and tracking pupil progress
-  Ensuring that appropriate early interventions are put in place where underachievement is identified