



Equality Information and Objectives (Public Sector Equality Duty)

January 2025

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1. Introduction

This Equality document has been written to meet the requirements of school to carry out the Public Sector Equality Duty in accordance with the Equality Act 2010.

It should be read alongside the [following](#)

- Equality objectives
- Special Educational Needs and Disabilities policy
- Relationship, Sex and Health Education policy
- Behaviour policy & principles
- Anti-bullying policy
- Accessibility plan

This policy has been written in line with '[The Equality Act 2010 and schools](#)', DfE, May 2014.

Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably based on a 'protected characteristic', including by association or perception.

The protected characteristics are:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity.
- marriage/Civil Partnership

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty (2010), which applies to public bodies, school including both LA maintained and Academies. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it

- Foster good relationships across all characteristics, between people who share a protected characteristic and people and who do not share it.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

2. Statement of Equality

At Fielding Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At our school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. Admissions and exclusions

Our admissions arrangements are the responsibility of the Local Authority and are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Education Framework

Values-based ethos

Values are principles that guide behaviour. At Fielding, adults are encouraged to model values and to give time to pupils for reflective practices. We believe that this empowers individuals to be effective learners and good citizens.

Our Values-based education philosophy forms the basis of our Inner Curriculum, including the No Outsiders programme. We work to actively promote fundamental British values of democracy, individual liberty, mutual respect and tolerance of those from all faiths, backgrounds and cultures. A rounded programme of assemblies and events promote children's spiritual, moral, social and cultural development, enabling them to develop their own moral and ethical compass to guide what is right and what is wrong.

Our values-based education is underpinned by the four core values of respect, resilience, empathy and reflection. Pupils develop good relationships with their teachers and their peers. They understand that supporting one another, regardless of their age, gender or background is an important aspect of school life. As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice.

Our school is committed to integrating the [No Outsiders](#) curriculum into our existing educational framework to promote inclusivity and respect for diversity. This curriculum is incorporated through:

- **Taught curriculum:** Age-appropriate lessons that address the protected characteristics and encourage discussions about diversity and equality through age-appropriate story books and discussions,
- **Assemblies:** Regular assemblies that highlight themes of inclusivity, respect, and understanding of different cultures, beliefs, and identities.

Pupils learn about protected characteristics in other areas of the curriculum where relevant and in particular in Relationship, Social and Health Education (RSHE) lessons.

Acts of worship

There is a general exception, which applies to all schools, to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. This means the daily act of collective worship, which for maintained schools is mandatory and should be of a broadly Christian nature, is not covered by the religion or belief provisions. The exception means that schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths.

5. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing and governance of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- Senior Leadership Team support to ensure equality for all.

6. Roles and Responsibilities

6a. The role of the governing board

- The governing board has set out its commitment to equal opportunities in this plan it will set 3 –year equality objectives and review these annually
- The governing board will seek to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- The governing board take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governing board welcome all applications to join the school, whatever a pupil's socioeconomic background, race, gender or disability.
- The governing board ensures that no pupils is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief.

6b. The role of the headteacher

- It is the headteacher's role to implement the school's Equality Plan and he is supported by the governing board in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

- The headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher will treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

6c. The role of all staff: teaching and non-teaching

- All staff will complete equalities training once every 3 years (or on induction)
- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Staff and the governing board are aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a protected characteristic at a disadvantage.

Although the relationship between one pupil and another is not within the scope of the Act, we ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. Racist and homophobic, gender motivated incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to class teacher/deputy head/headteacher where necessary. All incidents of harassment are reported the governing board on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person'

Victimisation occurs when a person is treated less favourably, then when otherwise would have been because of something they have done ('a prohibited act') in connection with the Act. e.g. making an allegation of discrimination.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.

- Ridicule of an individual for difference e.g. food, music, religion, dress.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.
- Belittling a pupil, holding him/her up to ridicule in class because of a disability.

As well as it being unlawful to victimise a person who does a protected act, a pupil must not be victimised because of something done by their parent or a sibling in relation to the Act.

Responding to and reporting incidents

All incidents of discrimination will be reported in the following ways

- Pupils – via online behaviour reporting
- Staff- to the headteacher (or to the chair of the governing board if it is the headteacher).

These will be responded to in the following ways

- Pupils, in line with our behaviour and anti-bullying procedures
- Staff, in line with the staff Code of Conduct and disciplinary procedures.

All incidents will be analysed at regular intervals and reported to the governing board.

8. Review of progress and impact

The Plan has been agreed by our governing board. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

9. Publishing the scheme

To meet the statutory requirements to publish information to demonstrate how we are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will:

- Publish our information and objectives on the school website.
- Raise awareness of the plan through the school news articles, staff meetings and other communications.
- Make sure hard copies are available on request.

Appendix A

Protected Characteristics – and special issues related to some of the characteristics

a. Race

The definition of race includes colour, nationality and ethnic or national origins. Schools have a duty to make sure pupils of all races are not singled out for different and less favourable treatment from that given to other pupils.

b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act defines 'long term' as lasting, or likely to last for at least 12 months. This includes adults and pupils who have a long-term medical need as asthma, diabetes or auto-immune disease.

The Act places a duty on schools to make reasonable adjustments for disabled people:

- Where something in school places a disabled pupil at a disadvantage, the school must take reasonable steps to try and avoid that disadvantage.
- We will provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that they pupil faces in comparison to non-disabled pupils.

We are able to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Duty around accessibility for disabled pupils

We have a duty to consider reasonable adjustments We carry out accessibility planning for disabled pupils, our accessibility plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

c. Gender

The governing board monitors school activities to ensure that there are no practices which could result in unfair, less favourable treatment from that given to other pupils. It is not unlawful to have some single-sex classes in a mixed school, providing it does not give pupils in such classes an unfair advantage or disadvantage. The act also contains an exception that allows single sex sport.

d. Gender Reassignment

This is defined as anyone who is undergoing, has undergone or is proposing to undergo a process of reassigning their sex by changing physiological or other attributes. In order to be protected under the Act, a pupil will not necessarily have to be undergoing a medical procedure but must be taking steps to live in the opposite gender or proposing to do so.

The school needs to ensure that all gender variant pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to other pupils.

e. Sexual Orientation and marriage or civil partnership

We have a duty to make sure gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils. Teaching about different family units will be done in a sensitive, reasonable, respectful and balanced way. Teaching is based on facts and enables pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on relationship education, and to meet duties under equality and human rights law.

f. Religion or Belief

The Act defines 'religion' as being of any religion, and 'belief' as any religious or philosophical belief. A lack of religion or lack of belief are also protected characteristics. To benefit from the Act, a religion or belief must have a clear structure and belief system and should contain a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity.

The Act is clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

h. Sexual Orientation and Religion or Belief

Many people's views on sexual orientation/sexual activity are themselves grounded in religious belief. It is not unlawful for a teacher/adult in school to express personal views on sexual orientation provided that it is done in an appropriate manner and context (for example when responding to questions from pupils, or in an RE or Relationships, Social, Health and Economic education (RSHE) lesson). However, school teachers are in an influential position and their actions and responsibilities are bound by much wider duties than this legislation. A teacher's ability to express his or her views should not extend to allowing them to discriminate against others. (Teachers Standards).

Appendix B

Ensuring Equality of Opportunity and Participation

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed
- All staff are aware of the Equality Plan
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in parliament assemblies, the Values Acton Group, Eco-Committee, and other leadership roles by election or co-option; class assemblies; fund raising etc.
- Disabled pupils can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; music events and PE & sports tournaments.
- Extended school activities such as breakfast and afterschool clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Co- Curriculum activities (specialist clubs) are accessible to all pupils. We will positively discriminate for identified groups of pupils, SEND and those from a disadvantaged background, to ensure that activities are well matched to need.
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality plan through input and feedback from surveys.

The school will provide:

- Extra additional support for pupils who are underachieving, in order to make progress in their learning; e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairments have an enhanced acoustic classroom environment.

- Additional support for parents with underachieving children (e.g. reporting progress; discussing need);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible areas of the school to support wheelchair users).

Promoting Positive Attitudes and Meeting Needs

The school will:

- Promote positive images which reflect the diversity of the school community in terms of race, gender, and disability, for example in assemblies, books, publications and learning materials and in a classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing board and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for pupils to interact with people from different backgrounds and build positive relationships, including links with different school and communities;
- Support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Help pupils to understand others and value diversity;
- Promote shared values, awareness of human rights and how to apply and defend them;

Eliminating Discrimination and Harassment

The school will:

- Support staff to challenge and address any bullying and harassment that is based on a protected characteristic.
- Keep a record and report how these incidents are dealt with to the governing board on a termly basis;
- Review its approach to race, gender, and disability whenever it reviews its policy on behaviour.

Monitoring Impact

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing board will report annually on the effectiveness and success of its Equality Plan and objectives. This will be placed on the school website.