

# Sunning Hill Primary School



## Public Sector Equality Duty Policy and Action Plan

**September 2024**

*Linked Documents: Equality Act 2010*

*Previous review date(s): September 2023*

*Prepared by: C.Whalley & Standards Committee*

## POLICY

### 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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. Promote equality & eliminate discrimination for all stakeholders.

### What is the Public Sector Equality Duty (the PSED)?

The Public Sector Equality Duty requires public bodies to promote equality. The relevant protected characteristics are-

- age
- disability,
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

### 3. Roles and responsibilities

#### ***The governing board will:***

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years

## POLICY

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

### ***The Headteacher will:***

- Promote knowledge and understanding of the equality objectives amongst all stakeholders including staff, pupils, parents and Governors.
- Monitor success in achieving the objectives and report back to governors
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Following best practice guidance on recruitment of staff in accordance with LA policies.
- Take appropriate action in cases of unlawful harassment and discrimination including racist bullying, homophobic bullying and bullying related to gender or disability.

### ***The Deputy headteacher will:***

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.

### ***All Staff will:***

- Treat each other and all learners with the upmost respect
- Avoid discrimination against anyone for reasons of race, colour, nationality, ethnicity, disability, sexuality, age or gender;
- Deal with incidents of discrimination including racist, homophobic and other hate-incidents;
- Make every effort to understand the origins and nature of racism, extremism, homophobia, transphobia, biphobia, sexism or any other kind of prejudice so they can recognise and tackle bias and stereotyping;
- Promote equal opportunities and good relations with all members of the school community
- Consider the ideas and images in books and other resources, challenge negative images and provide all learners with positive images;
- Incorporate the principle of equality and diversity into all aspects of their work;
- Keep up to date with the law on discrimination
- Take up training and learning opportunities where appropriate.
- Develop positive links with parents and carers and communities within which our learners belong
- Support victims of discriminatory incidents.

### ***All pupils will:***

- Be valued as individuals.
- Be given the opportunity in the classroom to discuss and understand the protected characteristics at an age appropriate level in line with our school curriculum.

## POLICY

- Be able to contribute to the school improvement and development, mainly through the work of the Junior Leadership Team.
- Feel able talk to a member of staff if they have been subjected to any form of bullying and for this to be investigated.
- Receive support if they have suffered any form of discrimination or bullying.
- Treat each other and all staff with respect at all times
- Receive high quality PSHE, Relationships and RE Education to embed understanding and develop tolerance, empathy and respect for all.

### ***Parents, Carers & Visitors will:***

- Be valued as individuals by all members of staff.
- Treat all members of our school community with respect at all times
- Be informed of any incidents of bullying or discrimination that happens in school.
- Report any incidents of bullying or discrimination so these can be investigated by school.

### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Sharing end of KS2 attainment data each academic year showing how pupils with different characteristics are performing
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Christian children, to be withdrawn from Islamic Assembly)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities) In fulfilling this aspect of the duty, the school will:
- Analyse data to determine strengths and areas for improvement. Implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racist language being used).

### **6. How does Sunning Hill comply with the Public Sector Equality Duty?**

At Sunning Hill Primary School we believe that everyone in our school is of equal value and, as such, has equal opportunities in school, the community and life. We strive to ensure all members of our school community are treated equally regardless of sex, gender identity, disability, age, sexual

## POLICY

orientation, religion or belief and race. We believe that equality is not just about treating everybody the same, but about recognising and meeting individual needs and appreciating their strengths and the contribution they make to our school community as a whole.

The school has a range of policies which make explicit the school's long established commitment to actively promoting equality of opportunity for all. The main policies that deal with equality of opportunity are:

- Accessibility plan
- Equality policy (Bolton Council)
- SEND policy
- Behaviour and anti-bullying policy
- PSHE Education Policy
- Safeguarding Policy
- Transgender Policy
- Attendance Policy
- Relationships Education Policy
- Curriculum Policy

Through our school ethos and curriculum we comply with the Public Sector Equality Duty by;

- Promoting the rights of each individual as outlined in the United Nations Charter through our ethos, behaviour policy and curriculum content.
- Promoting British Values through assemblies, PSHE and the RE curriculum. Where appropriate visiting or inviting speakers into school from different faith groups.
- Taking steps to meet the needs of individuals – for example providing alternative assemblies for non-Muslim pupils.
- Promoting inclusion, tolerance, friendship and understanding through different aspects of our curriculum. This includes teaching in RE, PSHE and other subjects. In English, a variety of text from a range of cultures are used.
- Planned assemblies that explore a range of themes connected to British Values, equality and diversity.
- Fundraising for a range of charities
- Monitoring and evaluating the attainment and progress of all pupils; looking at the performance of particular groups who share a protected characteristic to compare their performance with those who do not share it.
- Supporting all staff and children to reach their potential
- Additional support to maximise the progress of all groups of children
- Encouraging children who have a particular characteristic to take part in additional activities to develop their talents and interests.
- Provide a range of curriculum trips that meet the needs of all children
- Actively promotion of the Behaviour policy
- Actively promotion of the Anti-bullying policy
- Service level agreement with Aspire
- Service level agreement with Speech & Language
- Service level agreement with Educational Psychology.