

Public Sector Equality Duty

Owner:

Approved by:

Policy date:

Date of policy review:

Nigel Watson

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Our Vision

At **Coldean Primary School** we are very proud of all the staff's commitment to ensure that the children within our care receive a quality provision. We recognise the importance of educating the whole child, building on their strengths and celebrating individual's achievements. We have worked hard to create a school community where everyone can be happy, healthy and work with zest. We seek to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence.

As a school we pride ourselves on being inclusive. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

The positive relationships between staff (and indeed between staff and children) are fundamental to our success. By working together to promote a sense of self-worth, we encourage self-confidence, honesty and individual talents; establishing a sense of belonging and pride in our achievements.

We provide a positive, stimulating and challenging learning environment that is safe and secure. Our learning experiences promote life-long learners through developing inquisitive minds, a joy of discovery and a sense of wonder.

We believe that effective equality practice will contribute to raising aspirations and achievement, keeping children safe from bullying and prejudice and from the dangers of radicalisation and extremism as we prepare them to live and work in a diverse world.

Our Golden Values

Coldean Primary School has four Golden Values that were selected by the pupils through our School Council. They are displayed in every classroom and around the school. They are:

- ★ **Kindness** - through being friendly, generous and considerate to others
- ★ **Resilience** - self-belief and determination to achieve our best
- ★ **Trust** - to be honest with ourselves and each other
- ★ **Pride** - to take pride in our work, ourselves, our school and our community

Our Golden Values are central to the work of the school community; consistently promoted and demonstrated in assemblies, the curriculum and in everyday interactions. Through this the children, staff and visitors to the school are aware of the values that underpin our ethos and how we can best achieve this, through *learning together, inspiring each other*.

Aims

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is 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.

Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and to prepare and publish equality objectives. This information must be updated annually, and objectives published at least once every four years.

This information is only concerned with our obligations to pupils (and prospective pupils).

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](#).

Roles and responsibilities

The School's Governing Body 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/carers
- Ensure that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a regular basis.

The SEND Governor will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality is the SENDCo, they 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 school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Fostering understanding

We work hard to ensure the whole school environment and curriculum reflect the diverse community within which we live, aiming for all pupils in our school to see themselves reflected in the stories we read, the assemblies we hold, our displays and curriculum. We also:

- Give clear messages about expectations as part of our Golden Values and this includes regular assemblies which make use of the Equality Calendar. For example, pupils learn about Black History Month, Diwali, Hanukkah, Chinese New Year and other religious and cultural festivals.
- Offer rich curriculum opportunities to learn about local and global diversity and citizenship. Cross-curricular topics and themes provide opportunities for children to learn about other cultures through languages, food, costume, the Arts etc. Outside speakers and visitors including parents/carers are

invited to come into school to offer enrichment opportunities and broaden understanding and awareness.

- Support the development of a sense of global connectedness through our curriculum offer and partnerships with other schools around the world.
- Support local and national charities. We take part in national fund-raising events such as 'Red Nose Day' and 'Children in Need'. This charity work also helps to foster good relations with the local and wider community and helps pupils to develop an awareness of others less fortunate than themselves.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Wallington Primary Academy. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Implementation and review of our SEND Policy, Intimate Care Policy, Supporting Pupils with Medical Needs Policy and our school Accessibility Plan.
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents.
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping.
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success.
- Tracking pupil progress to ensure that all children make rapid progress and intervening when necessary.
- Ensuring that all pupils have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- 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 societies).
- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of all parents/carers and pupils in school development (e.g. through surveys and meetings).
- Listening to parents/carers at consultation meetings, comments in home-school books, etc.
- Listening to pupils at all times, and especially through the School Council and other groups e.g. Eco ambassadors.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Fostering good relations across all characteristics - between people who share a protected characteristic and those that do not, we achieve this by:

- Ensuring that equality and diversity are embedded in the curriculum and in assemblies e.g. elections for House Captains, Vice-Captains, Sports Captains, School council elections, Eco-rep elections, Anti-bullying week, RE curriculum, British Values and the PSHE curriculum.
- Fostering good relations by providing enrichment opportunities through our **Coldean 50** e.g. visits to religious buildings, visiting artists, specialist teachers in music and art, a variety of educational visits that extend an understanding of positive role models and past events.
- Ensuring that Coldean Primary is seen as part of the local community e.g. children singing Christmas carols at the local care home, support for the Community Corner, fund-raising initiatives, working with local environmental groups (Frog Life, One Garden)
- Recognising our responsibilities to the environment near and far through our 'Good-Life' reps
- Providing a variety of extra-curricular and cross-school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities e.g. sporting events, professional performances and working with visiting artists and musicians
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Affects any religious holidays.
- Is accessible to pupils with disabilities.
- Is poverty-proof as far as possible.
- Has equivalent facilities and opportunities for boys and girls.

What has been the impact of our activities and what are we doing next?

The curriculum at EYFS, at KS1, and at KS2 has been reviewed to ensure appropriate learning opportunities for all children.

- A document citing significant figures sits over the curriculum to embed diversity across the curriculum.
- Collective worship is planned for the entire year and structured.
- Children with SEND have appropriate provision specifically for their needs.
- Tracking of pupil progress ensures that all groups of children are monitored and appropriate provision is put in place where necessary.
- All incidents of bullying or racism are dealt with quickly and appropriately in line with our policies.
- Governors play an active role in ensuring policies provide equality of opportunity.
- The RE curriculum ensures children celebrate diversity and show respect for all faiths and that they are inspired to 'learning from' and not just 'learn about' different religions.

- Children with medical disabilities are identified and individual health care plans are devised between school and the family, to enable access to the curriculum and safe inclusion to all enrichments and where necessary, specific staff training is provided.
- Children identified with Special Educational Needs and disabilities (SEND) are provided with highly personalised activities to ensure access towards learning and appropriate external advice and support that ensures access to social inclusion and learning.
- Children recognise that their own views are important, whether they have a specific faith or not.
- Our Golden Values and Behaviour Policy promote high expectations and integrity leading to responsible citizens.
- All groups of children have an opportunity for a leadership role within the school.

Consultation

We aim to engage and consult with pupils, staff, parents/carers, and the local community so that we can improve our information, monitor the impact of our policies, develop our equality objectives and improve what we do as a school.

We will do this through:

- Parent/Carer and pupil surveys
- Staff surveys on specific issues
- Open door policy
- Opportunities for appointments with senior members of staff
- Website
- School Council and other pupil groups
- Workshops
- Parents' consultation, open classrooms, and on the gates in the morning and the end of day

Equality Information

Equalities Information for the current academic year is accessible here on our website:

www.coldean.brighton-hove.sch.uk > About Us > Equality Duty

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the Academy collects information on protected characteristics:

- Race
- Disability (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')
- Sex
- Religion or belief

Age and Marriage and Civil Partnership are also protected characteristics. We do not collect data about this characteristic but it is important to recognise that equality protection needs to be extended to the children's family and the wider community.

Additional protected characteristics are sexual orientation, pregnancy and maternity and gender reassignment. We do not feel it is appropriate to collect information from pupils in relation to those protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils with English as an Additional Language (EAL)
- Pupils with a Traveller heritage who are highly mobile but not from a minority ethnic group, such as Fair or Circus families
- Young carers
- Looked after children (LAC)
- Other vulnerable groups such as post LAC

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues considered	Action taken or changes made
July 2019	PSED	Equalities Objectives (2015 - 2019) reviewed and evaluated.	
September 2019	PSED	Curriculum was reviewed and updated curriculum launched based to ensure equality of opportunity across subjects.	New Jigsaw curriculum launched
September 2019	PSED	New Equalities Objectives identified by SMT & agreed with Governors	Equalities Objectives Action Plan implemented
Spring & Summer 2020	Adherence to the government guidance on the partial closure of schools.	The prioritisation of groups of children to return to 'bubbles' between 23rd March and 21st July 2020 during the Covid-19 pandemic.	The safe return of children to school following wider school closing on 20th March – ensuring that vulnerable pupils and those with special educational needs have the education and support they need, be this in school or if they are remaining at home.
September 2020	PSED	Curriculum evaluation took place and new Jigsaw PSHE was embedded into existing curriculum.	Curriculum overview published on website
September 2020	PSED	Equalities Information data update	Published on website
October 2020	PSED	Relationships, Sex Education and Health Education Policy reviewed and updated in line with DfE guidance	Published on website
February 2021	Adherence to the government guidance on the partial closure of schools.	The prioritisation of groups of children to access in school provision between January and 8 th March 2021 during the Covid-19 pandemic.	The safe return of children to school following wider school closing in January 2021 – ensuring that vulnerable pupils and those with special educational needs have the education and support they need, be this in school or if they are remaining at home.
May 2021	PSED	Parent/carer right to withdraw children from SRE lessons	Lesson content uploaded to website for access by parents/carers to

			allow informed decision re: lesson withdrawal
September 2021	PSED	Equalities Information data update	Published on website
September 2021 – July 2022	PSED	Curriculum Review. Equalities objectives and protected characteristics formed part of review process.	Amendments to curriculum planning made to reflect changing demographic and wider society. Published on website.
May 2022	PSED	Review of procedures around parent/carer right to withdraw children from SRE lessons	Updated lesson content uploaded to website for access by parents/carers to allow informed decision re: lesson withdrawal
September 2022	PSED	Equalities Information data update	Published on website
October 2022	PSED	Governors Health & Safety review of school building to ensure equality of provision for all pupils	Recommendations added to School Improvement Strategy
May 2023		Parent/carer right to withdraw children from SRE lessons	Lesson content uploaded to website for access by parents/carers to allow informed decision re: lesson withdrawal
September 2023	PSED	Equalities Information data update	Published on website
May 2024		Parent/carer right to withdraw children from SRE lessons	Lesson content uploaded to website for access by parents/carers to allow informed decision re: lesson withdrawal
September 2024	PSED	Equalities Objectives 2020 – 2024 reviewed. Equalities Objectives 2024 – 2028 set	New objectives published on website.
September 2024	PSED	Equalities Information data update	Published on website
May 2025		Parent/carer right to withdraw children from SRE lessons	Lesson content uploaded to website for access by parents/carers to allow informed decision re: lesson withdrawal
May 2025	PSED	Governors Equality & Diversity Walk	Recommendations added to School Improvement Strategy