



**Public Sector Equalities Duty Policy**

September 2025

Elmbridge Primary School  
Public Sector Equalities Duty Policy

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**Document control and record of amendments**

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## **1.Statement of Intent**

### 1.1 Our School Vision:

Elmbridge Primary School is one big family. We foster warm relationships, mutual respect and a love of learning that helps us to conquer an ever-changing world. Our exciting journey is one of growth, discovery and opportunity for everyone, opening doors to a brighter future.

### 1.2 At Elmbridge Primary School we believe that everyone is unique and therefore encourage all members of our community to value and develop their own gifts and skills. We value one another's cultural inheritance and the diversity of languages and beliefs represented in our school. We believe in developing the whole person – socially, emotionally, creatively, physically, academically and spiritually—in an environment that is safe, calm and challenging.

### 1.3 The school has high expectations for all our children and work hard to ensure that they achieve their full potential. We encourage confident, collaborative and independent learning in an atmosphere where everyone can try out new challenges without fear of failure, so that our children acquire the enthusiasm and skills for life-long learning, develop questioning minds, respect each other and make a positive contribution to the community.

## 2. Introduction

- 2.1 The PSED is a duty on public authorities (including schools) to consciously consider how their policies or decisions affect people who share protected characteristics. These are:
- Disability
  - Gender reassignment
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation.
  - Age
  - Marriage and civil partnership
- 2.2 Elmbridge Primary School is an inclusive school where we believe that all members of our community are of equal worth. We demonstrate our commitment to this by prioritising the well-being and progress of every child in our school and by striving to ensure that all members of our community are treated fairly in all situations.
- 2.3 The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups represented in the school.
- 2.4 The School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- 2.5 Our approach to equality is based on the following 6 key principles:
- **All learners are of equal value.**  
Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
  - **We recognise, respect and value difference and understand that diversity is a strength.**  
We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
  - **We foster positive attitudes and relationships.**  
We actively promote positive attitudes and mutual respect between groups and communities different from each other.
  - **We foster a shared sense of cohesion and belonging.**  
We want all members of our school community to feel a sense of belonging within the school and wider

community and to feel that they are respected and able to participate fully in school life.

- **We observe good equalities practice for our staff.**

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

- **We have the highest expectations of all our children.**

We expect that all pupils can make good progress and achieve to their highest potential, we work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### 3. Purpose of the Policy

- 3.1 The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils, staff, parents and carers or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.
- 3.2 Age and marriage and civil partnership are also “protected characteristics”, which are covered by this policy, but not as part of the school provisions related to pupils.
- 3.3 The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:
1. The Public Sector Equality Duty or general duty: This requires all public organisations, including schools to:
    - Eliminate unlawful discrimination, harassment and victimisation
    - Advance equality of opportunity between different groups
    - Foster good relations between different groups
  2. Specific duties: This requires all public organisations, including schools to:
    - Publish information to show compliance with the Equality Duty
    - Publish Equality objectives at least every 4 years which are specific and measurable
- 3.4 This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.
- 3.5 Appendix 1 is a checklist of key equality considerations. The school’s Equality Objectives are linked to our School Development Plan

#### **4. What we are doing to eliminate discrimination, harassment and victimisation?**

- 4.1 The school takes account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services. We do this by:
- Following current Dfe guidance on suspension and permanent exclusion from maintained schools [Suspension and permanent exclusion guidance](#)
  - Following school admissions code [School admissions code 2021](#)
  - Engaging with local consults as and when required, giving due attention to the documents provided
- 4.2 The school's admissions arrangements (as undertaken by Gloucestershire CC are fair and transparent, and do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief. In principal, this also includes sexual orientation, gender reassignment, pregnancy or maternity, however in regards to pupils of primary school age, these will rarely apply. Wherever these protected characteristics do apply either in regards to new pupils or their parents / carers, the school will not treat their applications for a place in the school less favourably.
- 4.3 The school is aware of the Reasonable Adjustment duty for disabled pupils, which is designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers. The school follows the SEND guidance for school governing boards [Special educational needs \(SEN\) and disabilities: guidance for school governing boards - GOV.UK](#)
- 4.4 The Headteacher and Chair of Governors 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. The school follows DFe Staffing and employment advice for schools [Staffing and employment advice for schools](#)
- 4.5 The school takes seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever significant decisions are made about the day to day life of the school.
- 4.6 We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

## 5. Behaviour and attendance

- 5.1 The school policies on behaviour and attendance will take account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability.

### **Addressing prejudice and prejudice based bullying (child on child)**

- 5.2 The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality, including:
- Prejudices around disability and special educational needs (see accessibility plan and SEND policy)
  - Prejudices around race, religion or belief, for example anti-Semitism, Islamophobia, Travellers, migrants, refugees and people seeking asylum
  - Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- 5.3 The school treats all bullying incidents equally seriously and we keep a record (via CPOMS) of different prejudice-related incidents and provide a report to the Governing Body about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

## **6. What we are doing to advance equality of opportunity between different groups?**

- 6.1 The school knows the needs of pupils and collects and analyses data in order to inform planning and identify targets to achieve improvements. The school has procedures, working in partnership with parents and carers, to identify children with SEND.
- 6.2 The school collects data and monitors progress and outcomes of different groups of pupils and use s this data to support school improvement. The school takes action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills.
- 6.3 The school currently analyses the standards reached by the following groups:
- English as an Additional Language (EAL)
  - Disadvantaged pupils
  - Looked after Children
  - Special Educational Needs and Disabilities (SEND)
- 6.4 The school uses a range of teaching strategies that ensures we meet the needs of all pupils and teachers provide support to pupils at risk of underachieving. The school is alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- 6.5 In addition to avoiding or minimising possible negative impacts of our policies, the school takes opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example, disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls and boys.
- 6.6 The school ensures equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- 6.7 The Governing Body reviews the Accessibility Plan and makes reasonable adjustments to increase the extent to which pupils with disability can participate in the curriculum, to improve the physical environment and to improve the availability of accessible information to disabled pupils and other users of the school premises.
- 6.8 We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **7. What we are doing to foster good relations?**

- 7.1 The school prepares pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through wellbeing and personal development across the curriculum.
- 7.2 The school promotes a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- 7.3 The school provides opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- 7.4 We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.
- 7.5 In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:
- Review relevant feedback from the parent questionnaires and consultations, parents-teacher conferences and other formal / informal feedback from parents and carers.
  - Review feedback and responses from Pupil Voice, from the School Council, wellbeing lessons and pupil surveys.
  - Analyse issues raised in Annual Reviews or reviews of progress on My Plans and Provision Maps, and issues raised with the pastoral support worker and TA support.
  - Gather feedback from Parent Governors, other members of the Governing Body and from the Governing Body's working groups

### 8. Publishing equality objectives

- 8.1 The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.
- 8.2 We will evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Our Equality Objectives for **2023-2027** are:

- Reduce attainment gap in English and Maths at the end of KS2 between pupils within the school's identified groups (for example, disadvantaged pupils).
- We will increase participation in school clubs for groups of pupils who may be under represented, such as SEND or disadvantaged pupils.
- Ensure the curriculum is accessible for all children and teaching & learning is priorities for disadvantaged pupils.
- Continue to raise awareness of the protected characteristics through the Wellbeing curriculum, Anti-bullying policy and Behaviour & relationships policy. This includes planning and delivering awareness activities, including those for black history month and mental health awareness day.
- An Accessibility Action Plan will form part of our school development plan.

### **9. Monitoring and reviewing objectives**

- 9.1 The school will review and update our equality objectives every four years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers. We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.
- 9.2 The school expects all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. The school will provide training, guidance and information to enable them to do this.
- 9.3 The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Governing Body has a watching brief regarding the implementation of this policy. Governors annually review the Equality Policy and evaluate the success of the school's equalities work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).
- 9.4 The SLT 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. The Headteacher has day-to-day responsibility for co-ordinating the implementation of the policy and for monitoring outcomes.
- 9.5 All staff will:
- Promote an inclusive and collaborative ethos in their classroom
  - Challenge prejudice and discrimination
  - Deal fairly and professionally with any prejudice-related incidents that may occur
  - Plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
  - Maintain the highest expectations of success for all pupils
  - Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
  - Keep up-to-date with equalities legislation relevant to their work.
  - All staff members will receive copies of the school's Equality Duty policy.

### **10. Equal opportunities for staff**

- 10.1 The school is 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. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- 10.2 As an employer we aim to eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice in line with guidance from Gloucestershire's Educational Welfare Service.
- 10.3 We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development in line with the school's improvement priorities and appraisal policy.

### **11. Monitoring and reviewing the policy**

- 11.1 The school reviews the information about equalities in the policy at least every two years and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.
- 11.2 This Equality Policy along with the Equality Objectives are available on the school website, in the staff handbook, as part of the induction for new staff and in reports to parents in the school newsletter. We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications. We publish on the school's website copies of relevant policies and guidance, including those on behaviour and anti-bullying.

**Appendix 1 - Check list for school staff and governors**

1. The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training. This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
2. The Equality Policy, Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
3. The school publishes information to demonstrate purposeful action on the general duties.
4. The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
5. The school sets Equality Objectives and monitors progress on reaching these objectives.
6. The Headteacher has responsibility for co-ordinating the implementation of the policy and monitoring outcomes.
7. The school ensures that all staff understand and implement the key requirements of the Equality Policy.
8. The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
9. The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
10. All groups of pupils are encouraged to participate in school life and make a positive contribution
11. The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
12. Visual displays and multi-media resources reflect the diversity of the school community.
13. Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
14. The school takes part in annual events such as Black History Month, to raise awareness of issues around race, disability and gender.
15. The school environment is accessible to pupils, staff and visitors to the school with disabilities.
16. Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
17. The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
18. The Governing Body is representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.

### Links to Other Policies

Elmbridge Primary School will consider PSED when developing other policies, in particular:

- Accessibility
- Anti-Bullying, Equality and Relationships
- Attendance
- Behaviour & Relationships
- Children in Care
- Complaints
- Data Protection
- Drug Education
- Emotional Health and Wellbeing
- English as an Additional Language
- Intimate Care
- Medical Needs
- Offsite visits
- Online Safety
- Pupil Premium
- Safeguarding and Child Protection
- Safer Recruitment
- Separated Parents
- Special Educational Needs Disabilities
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Teaching and Learning
- Transition
- Wellbeing Curriculum (including Relationships and Health Education)
- Whistleblowing
- Young Carers/Young Ambassadors