



**Guildhall Feoffment Community Primary  
School**

**Equality Statement & Objectives**

Approved by the Governing Body

Signed: \_\_\_\_\_

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Chair of Governors

<b>Document Title</b>	Equality Statement & Objectives
<b>Description of Document</b>	Policy
<b>Origin (School/Local Authority)</b>	School
<b>Version Date</b>	16.7.24
<b>Next Review Date</b>	July 2025
<b>Reviewed By</b>	Full Governing Body

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replace three pre-existing duties relating to disability, race and gender equality.

The PSED applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

### **Three Main Elements**

Paragraph 5.1 of the document explains that the PSED has three main elements. In carrying out their functions, public bodies are required to have 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, and between people who share a protected characteristic and people who do not share it

### **Protected Characteristics**

The Department for Education (DfE) has published non-statutory advice that sets out schools' obligations under the PSED.

Paragraph 5.1 explains that the PSED extends to the following protected characteristics:

- Sex
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

At Guildhall Feoffment Community Primary School, we believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Aspiring to create a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

### **This environment will be achieved by:**

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and the benefits it has
- Adopting an inclusive attitude
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness

We expect all our staff and visitors to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as such to the public and our wider community.

We have up-to-date policies which set out a clear message that discrimination is not tolerated: staff & visitor code of conduct, positive behaviour, anti-bullying, safeguarding and child protection.

We understand that it is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability.

The governing body and school leaders involved in recruitment will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Through a structured PSHE, RE and RSE curriculum offer, assemblies, workshops and visits, equalities will be discussed with and taught to the children, exemplifying the British Values and school values that we believe in. In addition, we use our display boards around school to proudly reflect the difference that exists within society and our whole school approach of embracing variation.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

### **Dealing with prejudice**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school community with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

### **Our pupils are taught to be:**

- Aware and respectful of difference
- Understanding of others
- Celebratory of cultural diversity
- Inclusive
- Aware of what constitutes discriminatory behaviour

### **The school's employees will not:**

- Discriminate against any member of the school community
- Treat other members of the school community unfairly

### **The school's employees will:**

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example

### **Equality and dignity in the workplace**

We do not discriminate against staff with regards to their:

- Age
- Disability
- Gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

Prejudice is not tolerated, and we are continuously working to promote an accepting and respectful environment for our school community.

### **Equality Objectives 2024 - 2025**

**Equality Objective 1** – To develop the cultural capital of texts within our school – including our library books and class-based texts. We will review existing texts to ensure that they reflect the inclusivity of the school's ethos and introduce new texts that celebrate and identify the cultural, ethnic and gender diversity that exists in modern society.

**Equality Objective 2** - To further refine the PSHE, RE and RSE curriculums to reflect a 21st century community and our globally immersive approach to learning. We will also continue to refine and embed our curriculum to reflect the latest government Guidance with a particular focus on different and healthy relationships, mental wellbeing and personal safety. Within our curriculum design we will continue to build cultural capital through a rich variety of cultural figures studied and through learning opportunities and texts which promote diversity and equality.

**Equality Objective 3** - To challenge any gender gap in performance through strategic planning and provide quality of education for all children leading to reduction or elimination of performance gaps.