



# Public Sector Equality Duty Policy

## LEGISLATION

The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relationships between people who share a protected characteristic and those who do not

Livingstone Primary School fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Compliance with the Public Sector Equality Duty by 31<sup>st</sup> December 2011 is a legal requirement and requires school to integrate and include consideration of Equality into day to day routines.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

## OUR ETHOS

This is a place where:

- learning is fun;
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community; and
- encourage everyone to make healthy life choices

## OBJECTIVES

- To ensure that all pupils have equal access to an appropriate, broad, balanced, relevant and differentiated curriculum
- To promote equality of opportunity by ensuring that teaching and learning promote equality, celebrate diversity and promote community cohesion by fostering good relations both within school and the wider community
- To investigate any form of discrimination, harassment or victimisation by or to any pupil or member of staff at Livingstone Primary School
- To ensure that no-one is unfairly or illegally discriminated against as a consequence of any of their protected characteristics
- To ensure that all pupils and members of staff are fully involved in this policy and provision made by the school and that management accepts full responsibility for regular review and transparency
- To identify training requirements in this very important area and allocate school budget funding

## STRATEGIES

- The Parents and Governors of Livingstone Primary School will be involved and consulted about the provision outlined in this Public Sector Equality Duty.
- Access to training will be used as required for all members of staff as needed.
- Members of School Council will be asked for their views on implementing this duty and may assist in information gathering

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- All diversity will be viewed positively and become a resource for teaching learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised

## OUTCOMES

- All staff and pupils should feel safe from victimisation, harassment and discrimination and feel treated with equal status
- The involvement of Parents and Governors to enhance equality wherever possible
- The involvement of all children in promoting diversity and equality
- Reasonable adjustments should be made to accommodate difference and promote equality by all members of staff
- Admissions, Safeguarding, Special Educational Needs and Disability, Teaching and Learning, Behaviour and Anti-Bullying Policies are kept under regular review with regard to promoting equality and remaining within the Public Sector Equality Duty

## ADDRESSING PREJUDICE RELATED INCIDENTS

Livingstone Primary School is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority as required.

## OBJECTIVES AND ADJUSTMENTS

In achieving compliancy with the Act, objectives are set regularly. Detailed below are Livingstone's current set of overriding objectives.

| Objective   | Why is this important to Livingstone?   |
|---|---|
| Ensure that children are protected from language and behaviours from other children that make them feel uncomfortable (eg. sexualised language and gestures).   | As detailed in Keeping Children Safe in Education 2023, there is an increased use of sexualised language and gestures amongst some older pupils in particular. This must be dealt with through a zero-tolerance approach as well as through the curriculum. |
| To monitor the achievement and attainment of disadvantaged pupils to ensure provision matches need and all children make the expected rate of progress.   | There is an attainment gap between disadvantaged and non-disadvantaged pupils particularly after the Covid-19 pandemic.   |
| To ensure in all aspects of its work Livingstone school celebrates diversity and challenges discrimination and in doing so has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion. | To ensure that all children can succeed academically and that children who leave Livingstone have a broad and balanced outlook on the wider world.  |
| To ensure that pupils of both genders achieve as well as each other and that there is no attainment gap.  | Some sets of data can show a gender differential. Mostly this is due to individual cases, however, we should do our utmost to ensure that we have done everything we can to ensure the best provision and opportunities for all.                            |

Livingstone Primary School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

| Objective  |
|--|
| Improve the physical environment of the school to increase the extent to which pupils with disabilities and their parents can take advantage of education and associated services. |
| Promote positive attitudes towards people with disabilities.   |
| Increase the extent to which pupils with disabilities can participate in the school curriculum   |
| Ensure provision of after school trips and extra-curricular activities is not limited due to financial difficulties.   |

Livingstone Primary School's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## RESPONSIBILITY

We believe that promoting equality is the whole school's responsibility.

How does the school 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, and foster good relations between people who share a protected characteristic and people who do not share it?

Livingstone Primary School does this by measures that include:

- (a) for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti harassment;
- (c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support pupils with special needs or disabilities, and implementing the school's disability access plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

| School Community       | Responsibility   |
|------------------------|--|
| Governing Body         | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.  |
| Headteacher            | As above including:<br><br>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.<br><br>Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Senior Leadership Team | To support the HT as above.<br><br>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.   |
| Teaching Staff         | Help in delivering the right outcomes for pupils.<br><br>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.<br><br>Design and deliver an inclusive curriculum<br><br>Ensure that you are aware of your responsibility to record and report prejudice related incidents.  |
| Support Staff          | Support the school and the governing body in delivering a fair and equitable service to all stakeholders.<br><br>Uphold the commitment made by the HT on how pupils and parents/carers can be expected to be treated.<br><br>Support colleagues within the school community.<br><br>Ensure that you are aware of your responsibility to record and report prejudice related incidents.                           |
| Parents                | Take an active part in identifying barriers for the school's community and in informing the governing body of actions that can be taken to eradicate these.<br><br>Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.  |
| Pupils                 | Supporting the school to achieve the commitment made to tackling inequality.<br><br>Uphold the commitment made by the HT on how pupils and parents/carers, staff and the wider community can be expected to be treated.  |

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|-------------------------|--|
| Local Community Members | <p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p> |
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