



**Norman Gate School**

**Equality & Diversity**

**Single Equality Scheme and  
Equality Action Plan**

# Norman Gate Single Equality Scheme

2020

## Contents

### **Developing the Scheme**

1. Introduction.
2. National and Legal Context for Equality and Diversity.
3. School Context.
4. Involvement of staff, pupils, and parents /carers.
  - a) Developing our Scheme.
  - b) Ongoing involvement.

### **Deciding what to do**

5. Information gathering.
  - a) Pupils.
  - b) Staff.
  - c) Others.
6. Specific Equality Areas.
  - a) Race Equality.
  - b) Community Cohesion.
  - c) Disability Equality.
  - d) Gender Equality.
  - e) Other Equality Areas.
7. Impact Assessment.
8. Working in Partnership.

### **Putting the Scheme into practice**

9. Publishing the Scheme, raising awareness.
10. Monitoring and evaluating the Single Equality Scheme and Equality Action Plan.
11. Links with other school policies.
12. Roles and responsibilities.
13. Equality Action Plan.

Annex A – The legal requirements in more detail

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# Developing the Scheme

## 1. Introduction

- We welcome the equality duties on schools, and regard these as essential for achieving the five outcomes of the Every Child Matters framework
- We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.
- We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this Scheme, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.
- We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

## 2. National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We recognise this links to teaching about Fundamental British Values.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Our accreditation as a Rights Respecting School Level 2 show our commitment to celebrating equality and diversity.

## Our Vision

- Our vision is to be an outstanding primary school with highly skilled, creative and enthusiastic staff, who work together in an atmosphere of trust and respect, with high quality resources to enable everyone in school to achieve their best academically, socially and emotionally.

### 3. School Context

- Norman Gate School is a community primary special school for pupils Year R minus 2 to Year 6 with a range of learning difficulties. The nursery accommodates children with a wide range of abilities, some of whom come into main school, some of whom go to mainstream and some to other types of special provision. All pupils in main school have a statement of special educational need. The majority of pupils have moderate learning difficulties (MLD) and 45% have autistic spectrum disorder (ASD). 30% of pupils have severe learning difficulties (SLD). Most children have more than one need. The staff and pupils are predominately White British; the majority of staff is female. The pupils come from a wide geographical area and join the school with low-levels of attainment and 75% are boys, 25% are girls. The majority of staff and pupils are from Christian or non-religious backgrounds.
- Children can join us at any age; some come to us from nurseries and pre-schools and some children come from mainstream schools. Children who come to us from mainstream often have low self-esteem which contributes to their difficulties with learning. 31% of pupils have free school meals, 8% of children are from mixed ethnic origins. There are a number of children at school whose parents attended Norman Gate as children and have a level of learning difficulties themselves.
- A key challenge is ensuring children are treated fairly when outside of school by the public i.e. on a school trip.
- The staff profile of the school is largely female with the pupil profile showing a greater proportion of boys. As a school we promote the positive views of disability as an integral part of the school ethos.

#### Principles

In our school, every child's opinion counts and, therefore, we at Norman Gate School offer all pupils opportunities to engage in decision making processes in school, at their level, every pupil has 'student voice' and a right to be heard (CRC Articles 12 and 13). They attend meetings, engage in feedback, questionnaires and contributions to EHCPs.

To further fulfil our legal obligations, we are guided by a number of principles.

#### 1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

## 2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

Disability – we note that reasonable adjustments may need to be made.

Gender (including transgender) – we recognise that girls and boys, men and women have different needs

Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with:

- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

## 3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

## 4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

## 5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

*NOTE: The duty is proportionate and depending on the size and resource of the school and therefore what is published for a small primary school will not be the same as for a large secondary school. Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.*

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

**Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

## Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the student council
- staff survey/questions

### Pupil-related data

These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis

## The legal requirements in more detail

This document summarises the requirements of race, disability and gender equality legislation, and the duty to promote community cohesion. It also identifies duties within age, sexual orientation and religion and belief legislation.

Every aspect of school life is covered by the above equality duties, including for example:

For **learners**:

- admissions and attendance
- teaching and learning, timetabling, homework, trips, visits, sports, breaks and lunchtimes, exams, clubs and extracurricular activities, and curriculum development, planning and delivery
- behaviour, discipline and sanctions, exclusions (permanent and fixed term)
- welfare and well-being
- progress and attainment

And for **staff**

- recruitment, selection, conditions of employment

- career progress, appraisal, CPD activities
- disciplinary, grievance, dismissal

The duties also apply to those using the services of the school, for example parents, and the wider community

The governing body carries the ultimate responsibility for implementing equality legislation

## 4. Involvement of staff, pupils, and parents

### a) Developing our Scheme

- The involvement of a diverse group of people has been instrumental in shaping our Single Equality Scheme and Equality Action Plan. The school is an accredited Rights Respecting School and this is very much part of the ethos and curriculum. We have strived to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address.
- In developing our Scheme, we have involved staff, pupils and parents in the following ways: -
  - Children are involved in making the school and class charters.
  - There is a Parent/School agreement in a form of a Rights Respect Responsibility Charter
  - Learning about British Values
  - Involvement of Student Council
  - Staff Survey
  - Parents and School Governors
  - Consultation with other community groups such as the local church
- These activities have involved disabled people, people from different ethnic community communities and gender by:
  - Ensuring that a diverse group of people have been involved in developing this policy; including disabled staff, pupils with a wide range of learning needs, community groups and parents with learning difficulties.
- We have identified the following **priorities** as a result of these activities
  - People from different religions are underrepresented. We intend to address this by working with local religious groups and through the RE curriculum where children learn about other religions. This is likely to be a long standing priority.

## b) Ongoing involvement

- We have strategies in place to promote the participation of pupils in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.
- We ensure that outcomes from these involvement activities are acted upon by the school's senior leadership team.
- Equality and Inclusion are regularly discussed at School Council Meetings.
- Learners are actively involved in the annual National Anti-Bullying Week.

## 5. Information gathering

- We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential.

## a) Pupils

- We collect the following information:
  - Pupil Data
    - Gender, Looked After Children, Children on Medication, Free School Meals, Pupil Premium, Home Transport
  - Equality & Diversity Complaints
  - Discrimination
- Data is used as part of the monitoring of Pupil Progress
- We have identified the following **priorities** from evaluation of this information
  - Continue to develop our work as a Rights Respecting School.
  - Continue to monitor pupil achievement against Progress Levels, especially with regard to minority groups.
- We will ensure that the information we gather will be used to promote equality by regularly analysis of the data by the Senior Leadership Team.

## b) Staff

- We do not collect any specific equality data for staff. However, equality issues are discussed at staff forums, during individual appraisal and performance review processes, and during personnel related forums.
- We have identified the following **priorities** from evaluation of this information:
  - Analysis of data from exit interviews should be provided to Governors

## 6. Specific Equality Areas

- This section of our scheme highlights what we have already achieved for specific aspects of equality, and further action that we intend to take

### a) Race Equality

- What we have already achieved:
  - Actively promoting equal opportunities and good race relations in all areas of school life.
  - Fostered a school ethos, which celebrates difference including those of race, colour and culture. Through activities that include the 'intercultural day', pupils gain an excellent insight into the customs and practices of many countries.
  - Implement agreed, clearly defined school procedures for dealing with racist behaviour to actively tackling any racist incidents.
  - Keeping up to date with the law on discrimination and taking up training and learning opportunities when appropriate.
- We want to do more by:
  - Staff, governors and visitors continuing to demonstrate positive and supportive attitudes in helping all members of the school community.
  - Continuing to work with parents and carers and with the other people associated with school to prevent racial discrimination.
  - Continuing to ensure that the taught curriculum reflects principles of race equality and values diversity using work around the UN Convention on the Rights of the Child to inform children of their own and all children's rights regardless of race, religion and ability.

## b) Community Cohesion

- What we have already achieved:
  - The Personal Social Development curriculum aims to help children to understand how they and others can live happily, harmoniously and usefully as part of a wider society by introducing them to themes such as families, homes, co-operation and diversity. Themes are explored in the context of the UN Convention of Rights of the Child and emphasise children's circumstances in different cultures and countries throughout the world.
  - All children follow a broad and balanced curriculum which includes all subjects of the national curriculum and work is carefully planned to allow to join in at his/her own rate and have success.
- The school provides several opportunities for families to interact with people from different backgrounds and build positive relationships.
- Parent workshops, fairs and sales, whole school celebrations such as the Christmas Play
- The school has developed numerous links with other schools and the local community:
  - Mencap
  - Katiri School in Uganda, this link has now ceased but we are in the process of forming a new link
  - Andover and Area Learning Partnership – this offers greater opportunity for our children to be included in the local community.
  - 4 Schools' Campus – this offers the chance to develop an extended school campus.
  - Hampshire Special Schools.
  - AAA SCITT Partner
  - Young Carers – Sibling Support
  - Positive partnerships with other professionals from a variety of disciplines including physiotherapists, speech and language therapists, psychologists, doctors, occupational therapists, social workers, community disability team
- We want to do more by developing the 4 Schools' Campus and developing the relationships within. This has been difficult for the last few years as other schools on the campus have not had capacity to do this. I am hoping that they are all now improving schools and will have more capacity to work with us.

## **c) Disability Equality**

- What we have already achieved:
  - The school provides a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum.
  - The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible fixtures and fittings.
  - The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **d) Gender Equality**

- What we have already achieved:
  - Promotion of equality and opportunity as evidenced by employment of 6 male staff.

## **e) Other Equality Areas**

- What we have already achieved:
  - We teach about other faiths
  - We have implemented government sex and relationship guidance to support teachers to deal honestly and sensitively with sexual orientation issues and questions.
  - We have made explicit within our anti-bullying policy that homophobic or faith bullying and harassment will not be tolerated

## **7. Impact Assessment**

- We will carry out equality impact assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief.
- We will look for ways to improve practice as well as ways to eliminate discrimination and harassment.
- We will assess impact on policies during when they are reviewed and we will build the impact assessment process into all new policy development and decision making activities.

## 8. Working in Partnership

- We recognise that achieving equality, inclusion and good community relations involves working effectively and in partnership with others, including parents, community groups and local organisations.
- We tailor information delivery to ensure information is accessible to all parents.
- Provide visual reminders of times or telephone parents whose learning difficulties prevent them from accessing information through the more usual written media.
- We will continue to develop our existing partnerships and always be aware of the opportunities for new partnerships.
  - Mencap.
  - Andover and Area Partnership for Learning – this offers greater opportunity for our children to be included in the local community.
  - 4 Schools' Campus – this offers the chance to develop an extended school campus.
  - Hampshire Special Schools.
  - AAA
  - Young Carers – Sibling Support.
  - Positive partnerships with other professionals from a variety of disciplines including physiotherapists, speech and language therapists, psychologists, doctors, occupational therapists, social workers, community disability team, professionals involved in the Early Help Hub

### Putting the Scheme into practice

## 9. Publishing the Scheme, raising awareness

- We recognise that our Scheme is a public document that should be available to any interested stakeholder. We will promote and publish our Scheme by:
  - Placing it on our website
  - Making it available on request
  - Providing a summary in our prospectus, including our vision and key priorities
- In addition we will:
  - Highlight the existence of the Scheme, key priorities, and who to contact for further information in staff updates.
  - Ensure staff development activities raise awareness of the legal duties and the implications for staff

- Ensure staff induction procedures include equality and information about this Scheme
- Ensure contractors and other service providers are briefed on our vision and expectations for equality

## **10. Monitoring and evaluating the Single Equality Scheme and Equality Action Plan**

- We will regularly monitor and evaluate the implementation of our Single Equality Scheme and Equality Action Plan. We will report regularly on our progress and performance. Our reports will be shared with Governors and our School Improvement Partner. We will inform staff and learners of our progress.
- The findings of our reports will be used to update the Equality Action Plan and inform subsequent Single Equality Schemes.
- We want this Scheme to be a ‘whole organisational’ document that drives forward equality and achieves improved outcomes. We will therefore ensure that the Equality Action Plan is an integral part of our School Strategic Plan and as such, our progress will have regular oversight by the senior leadership team and the governing body
- We will formally review, evaluate and revise this Single Equality Scheme and Equality Action Plan every three years, to set new priorities and identify new actions. This process will again involve staff, learners, parents and governors who reflect the full diversity of the school community.

## **11. Links with other school policies**

- School policies that link with, and have informed this Scheme include:
  - School Inclusion and SEN policy, Anti-Bullying and Harassment policy, Pay policy, Admissions policy

## **12. Roles and responsibilities**

- The governing body will:
  - Monitor the implementation of the Scheme and Action Plan to check progress and assess impact on staff, learners and parents
  - Ensure that all governors are aware of their legal responsibilities under equality legislation
  - Receive and discuss regular equality reports on progress and performance

➤ The head teacher will:

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- Monitor to ensure effective implementation of the Scheme and Action plan
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Scheme

➤ The leadership team will:

- Drive forward implementation of the Scheme and Action Plan
- Support staff to carry out their role in implementing this Scheme
- Provide effective leadership on equality, inclusion and community cohesion
- Ensure the Scheme is successfully promoted
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimization
- Coordinate and monitor equality and diversity
- Deal with incidents of discrimination or harassment
- Monitor progress and attainment of learners from different groups and communities

➤ All staff will:

- Recognise that they have a role and responsibility in their day-to-day work to promote equality, inclusion and good community relations
- Challenge inappropriate language and behaviour
- Tackle bias and stereotyping
- Respond appropriately to incidents of discrimination and harassment and report these
- Highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

- All staff will also ensure that students are encouraged to recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
  - Promote equality, inclusion and good community relations
  - Challenge inappropriate language and behaviour
  - Tackle bias and stereotyping
  - Work to promote anti-bullying strategies
  - Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these

## 13. Equality Action Plan 2020

### Code

R = Race  
D = Disability  
G = Gender  
CC = Community cohesion

SO = Sexual Orientation  
RB = Religion or belief  
A = Age

R	D	G	C C	S O	R B	A	Priority	Actions to be taken	Lead responsibility	Timescale	Expected outcomes
X	X	X	X	X	X	X	High	Ensure high quality of teaching and interventions.	All staff	Ongoing update	Outstanding progress
					x		Medium	People from different religions are underrepresented. We intend to address this by working with local religious groups, inviting people into school	Creating team	Ongoing update	Pupils have a greater understanding of other religions
x	x	x	x	x	x	x	High	All visitors to the school need to be made aware of the Policy. We have revamped the information provided to visitors	Admin team	Sep 16 on going update	Revised Visitor Information
x	x	x	x	x	x	x	Medium	Exit survey data analysis to be provided to Governors annually	Admin Manager	Sep 16, Sep 17, Sep 8 update	Any issues can be identified and resolved immediately

## The Public Sector Equality Duty

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

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED).

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

This article draws on non-statutory advice from the Department for Education (DfE) on the Equality Act 2010, and sets out schools' obligations under the PSED. You can read the advice here:

### [Equality Act 2010-departmental advice, DfE](http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice)

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

The Equality and Human Rights Commission (EHRC) has published detailed guidance on the duty. Five documents are available:

- The Essential Guide to the Public Sector Equality Duty
- Meeting the Equality Duty in Policy and Decision-Making
- Engagement and the Equality Duty. A Guide for Public Authorities
- Objectives and the Equality Duty. A Guide for Public Authorities
- Equality Information and the Equality Duty. A Guide for Public Authorities

You can download these documents via the 'Guidance for England (and non-devolved bodies in Scotland and Wales)' section on the following page:

### [Guidance on the PSED, Equality and Human Rights Commission](http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty/)

<http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty/>

## PSED extends schools' equality duties

Page 5 of the DfE advice explains that the PSED, sometimes referred to as the 'general duty', extends schools' equality duties to all protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

There are two further protected characteristics mentioned in the legislation, but not in the DfE's guidance:

- Age
- Marriage and civil partnership

### The three main elements of the duty

The duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies are required to have due regard (see below for a definition of '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

For schools, age will be a relevant characteristic in consideration of their duties only in their role as an employer, and not in relation to pupils.

### PSED replaces previous equality duties

This policy was agreed by staff and approved by Governors Spring 2020 and will be reviewed annually.

Signed..... Chair of Governors

Date:

Review Date: Spring 2021