



STOW-on-the-WOLD  
PRIMARY SCHOOL

heart hand mind

# Public Sector Equalities Duty Policy



Approved By:	Full Governing Board	Date: 13 <sup>th</sup> October 2025
Last Reviewed on:	13 <sup>th</sup> October 2025	Next review due by: 13 <sup>th</sup> October 2026
Signature: T.A. Bartlett	Signature: [Handwritten Signature]	
Chair of Governors	Headteacher	



## 1.Statement of Intent

### 1.1 Our School Vision:

Stow-on-the-Wold Primary School is a community school. 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 Stow-on-the-Wold 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 Stow-on-the-Wold 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 We take 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.

4.2 We are aware of the Reasonable Adjustment duty for disabled pupils, which are 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.

4.3 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.

4.4 We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

4.5 We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

4.6 Our admissions arrangements (as undertaken by Gloucestershire) are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief. In principle, 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.

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

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.

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 We treat 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 uses 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:

- ✓ Ethnic 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, we take 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.



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**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.