



Equality at Edward Pauling

Policy Status	Final Policy
Responsibility for this policy lies with (Headteacher, Full Governing Body, Curriculum or Finance & Resources Committee)	Full Governing Body
Date written/last review	October 2025
Ratified by Governing Body	October 2026
Date of next review	October 2028

Contents	
Page 1	Our Aims
Page 1	Legislation and Guidance
Page 1	Roles and Responsibilities
Page 2	Eliminating Discrimination
Page 3	Equality Considerations in Decision-Making
Page 3	Protected Characteristics and Issues Related to these Characteristics
Page 4	Monitoring Arrangements

Our Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having 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 – between people who share a protected characteristic and people who do not share it

Legislation and Guidance

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools. In order to meet the statutory requirements to publish information to demonstrate how we are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will:

- Publish our information and objectives on the school website
- Raise awareness of the plan through the school newsletter, staff meetings and other communications; make sure hard copies are available

Roles and Responsibilities

Governors

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on protected characteristics
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief.

Headteacher

It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so

- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations
- The headteacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life. The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

All staff (teaching and non-teaching)

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.

- All staff will strive to provide material that gives positive images based on the protected characteristics and challenges stereotypical images
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually (Usually during September inset, however can be slighter later in the year).

The school Leadership Team work closely to deal with any equality issues. They regularly liaise regarding any issues and make other staff and governors aware of these if appropriate.

Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality Considerations in Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Protected Characteristics and Issues Related to these Characteristics

Race

The definition of race includes colour, nationality and ethnic or national origins. Schools have a duty to make sure pupils of all races are not singled out for different and less favourable treatment from that given to other pupils.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.

The Equality act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities'. People with HIV, multiple sclerosis and cancer are deemed disabled before they experience the long-term and substantial adverse effect on their activities. The Act defines 'long term' as lasting, or likely to last for at least 12 months.

The Act places a duty on schools to make reasonable adjustments for disabled people:

- Where something in school places a disabled pupil at a disadvantage, the school must take reasonable steps to try and avoid that disadvantage
- Schools are expected to provide an auxiliary aid or service for a disabled pupil
- When it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that they pupil faces in comparison to non-disabled pupils

Duty around accessibility for disabled pupils

Schools need to carry out accessibility planning for disabled pupils; previous duties under the DDA have been replicated in the Equality Act 2010. Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Gender

Schools need to ensure that there are no practices which could result in unfair, less favourable treatment from that given to other pupils. It is not unlawful to have some single-sex classes in a mixed school, providing it does not give children in such classes an unfair advantage or disadvantage. The act also contains an exception that allows single sex sport.

Gender Reassignment

This is defined as anyone who is undergoing, has undergone or is proposing to undergo a process of reassigning their sex by changing physiological or other attributes. In order to be protected under the Act, a pupil will not necessarily have to be undergoing a medical procedure, but must be taking steps to live in the opposite gender, or proposing to do so. The school needs to ensure that all gender variant pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to other pupils.

Sexual Orientation

Schools have a duty to make sure gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils. Teaching about marriage and relationships must be done in a sensitive, reasonable, respectful and balanced way in line with the school's RSE curriculum. No school, or individual teacher, is under a duty to support, promote or endorse marriage of same sex couples.

Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education, and to meet duties under equality and human rights law.

Where individual teachers are concerned, having a view about something does not amount to discrimination. However, it must be remembered that teachers are in a very influential position and their actions and responsibilities are bound by much wider duties. This should be taken into account when responding to questions from pupils, especially during RE, RSE and PSHE lessons.

Religion or Belief

The Act defines 'religion' as being of any religion, and 'belief' as any religious or philosophical belief. A lack of religion or lack of belief is also a protected characteristic. To benefit from the Act, a religion or belief must have a clear structure and belief system and should contain a certain level of cogency, seriousness and cohesion, and not be incompatible with human dignity.

The Act is clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

Monitoring Arrangements

The governing body along with the Leadership team will update the equality information we publish, at least every year. This document will be reviewed by the governing body along with the Leadership team at least every 3 years.

This document will be approved by the Community and Premises Committee.