St. Nicholas C of E Primary School

Public Sector Equality Duty Statement

Our vision

We prepare every pupil for their best future by ensuring they reach their full potential and attain the knowledge, skills and understanding required for success as we believe that 'With God, all things are possible'. Matthew 19:26

Date reviewed:	February 2026
Reviewed by:	R. Younger
Approved by Headteacher:	February 2026
Date of next review:	Spring 2027

Overview

The Equality Act 2010 (the Act) introduced a single Public Sector Equality Duty (PSED) – sometimes also referred to as 'the general duty' – that applies to public bodies, including publicly funded schools. This duty extends to all the aspects of a person's identity, known as "protected characteristics", that are protected under the Act: these are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment, marriage and civil partnership.

At St Nicholas C of E Primary School, we welcome our general duty under the Act to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

Schools also have two specific duties:

- To publish information to demonstrate how they are complying with the equality duty (updated annually).
- To prepare and publish one or more specific and measurable equality objectives (updated at least every 4 years).

This statement sets out information explaining the first of these points; our equality objectives are set out in a separate document.

Our school is committed to equality both as an employer and as a service provider. We believe that a greater level of success and happiness for pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We have developed an inclusive curriculum that is accessible to all.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We encourage compassion, open-mindedness and an inclusive attitude as well as an understanding of diversity and the benefits it can have.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through school council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment;

their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

Eliminating discrimination and other conduct that is prohibited by the Act

The school has a range of policies and procedures in place to support us with this. These include:

- Behaviour Policy
- Anti-bullying Policy
- Safeguarding & Child Protection Policy
- Special Educational Needs Policy
- PSHE Policy
- Accessibility Plan
- Equality, Diversity and Inclusion Policy
- Code of Conduct for Staff & Volunteers
- Anti-Harassment Policy
- Flexible Working Policy
- Staff Attendance Management Procedure

Many of these policies are available on the school website. All policies are available from the school office. Policies are reviewed regularly on a published schedule as recommended by the Department for Education. All staff are given access to all school policies as part of their induction.

Any racist incidents in the school are reported to the headteacher who responds accordingly and, where appropriate, reports them to the Local Authority.

At St Nicholas C of E Primary School, our pupils are taught to be:

- Understanding of others;
- Celebratory of cultural diversity;
- Eager to reach their full potential;
- 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;
- Seek training / support if they need to improve their knowledge in a particular area.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

We regularly analyse the progress and attainment of all children in the school, including the progress and attainment of specific pupil groups. Where we identify significant variations between the children who share a protected characteristic and children in the school generally, we then explore the reasons behind this. It is important to ensure that children in particular groups are not being inadvertently disadvantaged, but it is equally important not to assume that the discrepancy is necessarily a consequence of a particular characteristic. This means that we look at children individually, and examine why the discrepancy is showing up, so that we are best placed to support children in the way that is most appropriate for them. We also recognise that each child is an individual, composed of a multitude of characteristics, and their inclusion in one or more protected characteristic groups should not be seen to define them without reference to everything else that goes to make the whole child.

We promote a culture in which parents feel comfortable to approach the school with concerns or difficulties, which again can sometimes be linked to their membership of a protected characteristic group. We regularly seek feedback from our parents which tells us that they feel comfortable approaching the school with questions / a problem / a complaint, knowing that our door is always open.

We also seek to promote a culture in the school that recognises the needs of staff members, whether this is in terms of emotional support, time off to attend family events or medical appointments, or requests for changes in working arrangements. Because the individual needs of staff members can sometimes be directly linked to their membership of a protected characteristic group, we see our duty to be compassionate employers to be particularly relevant in supporting members of staff in this respect.

Foster good relations between people who share a protected characteristic and people who do not share it

Our school has a very vibrant and mixed community from which it draws. For us, fostering good relations is a strength and the atmosphere, relationships and ethos that is apparent on a day to day basis is remarked upon by visitors to our school. To maintain this, we use certain strategies to support us:

- Everyone in the school community is treated with respect and kindness. This is extended to our parents, the local community and any visitors.
- We offer a broad and balanced curriculum which reflects our own community and has a more global perspective too.
- Strong values-based PSHE (personal, social, health and economic education) curriculum including the teaching of British Values.
- School and class led worship and assemblies which explore and teach about our school values, and current events from across the world.
- Celebratory events for major festivals from a range of traditions.
- Effective inclusion of children with special educational needs and disabilities.

- Very strong commitment to equality of opportunity no matter what the starting points are.
- Fundraising for a range of charities.

Closing Statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school community. Every member of the school community should feel safe, secure, valued and of equal worth. We want to provide an environment that is free from unlawful discrimination, harassment or victimisation of any kind; and that recognises, celebrates and draws upon the diversity of every member of our school community.