The Polesworth School
ENSURING EXCELLENCE

Equality Statement & information

Member of leadership team with lead responsibility for oversight and update of policy	ORE
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COMMUNITY ACADEMIES TRUST

Legal Duties

As a school we welcome our duties under the Equality Act 2010 and The Public Sector Equality Duty (PSED).
The general duties are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- 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.

Whilst The Polesworth School recognises that any person or group can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to a protected characteristic. We understand 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.

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

- Age (for employees)
- Gender reassignment
- Being married or in a civil partnership (for employees)
- Being pregnant or on maternity leave (for employees)
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

It is against the law to discriminate against anyone based upon any of these protected characteristics.

The Equality Act 2010 legally protects anyone with these protected characteristics from discrimination at work and in education. It also protects from discrimination anyone associated with someone who has a protected characteristic, for example a family member or friend; or if you've complained about discrimination or supported someone else's claim.

The Trust recognises that it is also unlawful to discriminate by association or perception, e.g. treating an employee unfairly based on the Protected Characteristics of their parents or other family members. This policy recognises the four types of unlawful behaviour

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

Every possible step will be taken into account in the aim of ensuring individuals are treated fairly and decisions are based on objective criteria.

Core Statements

In fulfilling our legal obligations we will be guided by seven core statements:

- Statement 1: All learners are of equal value.
- Statement 2: We recognise, welcome and respect diversity.
- Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.
- Statement 4: We observe good equalities practice, including staff recruitment, retention and development.
- Statement 5: We aim to reduce and remove existing inequalities and barriers.
- Statement 6: We consult and involve widely.
- Statement 7: We strive to ensure that society will benefit.

Equality Objectives

1. **To eliminate discrimination**
   To continue our focus on promoting positive outcomes for all members of our community with protected characteristics, so that they feel supported and can achieve their best.

2. **To foster good relations among all members of the school community**
   To continue to promote positive attitudes towards a diverse community and promote greater understanding of people with protected characteristics.

3. **Advance equality of opportunity - Staff employment**
   To expand further our understanding of the diversity of our workforce and refining our approach to responding to the needs of those with protected characteristics

Appendix 1 outlines specific objectives.

Our ethos

The Polesworth School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination (direct or indirect), and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, to aid the development, progress, and needs of all the children in our care.

Addressing prejudice-related incidents

The Polesworth 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 fare less well in the education system. We provide both our students 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.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community. Specific responsibilities are as follows:

School Community	**Responsibility**
School Standards Committee (SSC)	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The SSC will also agree the Equality Statements and objectives.
Headteacher	As above and including: • Promoting key messages to staff, parents and students about equality and what is expected of them and what can be expected from the school in carrying out its day-to-day duties. • Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including raising student awareness. • Ensuring that all staff are aware of their responsibility to report prejudice-related incidents. • Challenging inappropriate language and behaviour. • Tackling bias and stereotyping.
Strategic Leadership Team	Supporting the Headteacher, in carrying out all of the responsibilities outlined above. Ensuring fair treatment of all and access to services and opportunities. Challenging inappropriate language and behaviour. Tackling bias and stereotyping.
Teaching Staff	Helping to deliver the right outcomes for students. Upholding the commitment made to students and parents/carers on how they can be expected to be treated. Designing and delivering an inclusive curriculum. Ensuring they are aware of their responsibility to report prejudice-related incidents. Ensuring incidents concerning students are reported and logged.

	Ensuring incidents concerning staff are reported and logged. Challenging inappropriate language and behaviour. Tackling bias and stereotyping.
Non-Teaching Staff	Supporting the school and the SSC in delivering a fair and equitable service to all stakeholders. Upholding the commitment made by the Headteacher on how students and parents/carers can expect to be treated. Supporting colleagues within the school community. Ensuring they are aware of their responsibility to report prejudice-related incidents. Challenging inappropriate language and behaviour. Tackling bias and stereotyping.
Parents	Taking an active part in identifying barriers for the school community and in informing the SSC of actions that can be taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. Challenging inappropriate language and behaviour. Tackling bias and stereotyping.
Students	Upholding the commitment made by the Headteacher on how students and parents/carers, staff and the wider school community can expect to be treated. Supporting the school to achieve the commitment made to tackling inequality. Challenging inappropriate language and behaviour. Tackling bias and stereotyping.
Local Community Members	Taking an active part in identifying barriers for the school community and in informing the SSC of actions that can be

	taken to eradicate these. Taking an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

The Polesworth School will ensure that the whole school community is aware of the Equality & Diversity Statement and our equality objectives by publishing them on our website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and SSC.

Monitor and Review

We will review our objectives annually in relation to any changes in our school profile.

Appendix 1 Equality objectives 2025-2026

Equality Objective	Achieved through	By whom?	How often?	Evidenced in
Reduce the achievement gap between students with SEND and those without	Effective and consistent application of the universal approach, supported by ongoing professional development. Effective knowledge-sharing amongst staff via passport system	Assistant Headteacher – Inclusion/SEN Co All teaching staff and teaching assistants	To be monitored in keeping with monitoring and evaluation schedule Half termly via the SES	Key indicator data SES Report to the School Standards Committee School Evaluation statement
Reduce/eradicate the occurrence of prejudice related incidents	EDI training for all staff to support them in challenging students who hold/articulate prejudiced views. All staff zero tolerance training Pastoral team training in addressing incidents and how to record, intervene and follow up PSHE programme including	All staff EDI lead Pastoral and Inclusion Teams PSHE Lead	Half termly via SES	Key indicator data SES Report to the School Standards Committee

	curriculum areas Assembly/tutor programme Detailed collation and monitoring of incidents Involvement of external parties where appropriate			