

Public Sector Equality Duty

Expectations

- (1) A public authority must, in the exercise of its functions, have due regard to the need to—
- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- (2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).
- (3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—
- (a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
 - (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - (c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- (4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.
- (5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—
- (a) tackle prejudice, and
 - (b) promote understanding.
- (6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.
- (7) The relevant protected characteristics are—
- age;
 - disability;
 - gender reassignment;
 - pregnancy and maternity;
 - race;
 - religion or belief;
 - sex;
 - sexual orientation.
- (8) A reference to conduct that is prohibited by or under this Act includes a reference to—
- (a) a breach of an equality clause or rule;
 - (b) a breach of a non-discrimination rule.
- (9) Schedule 18 (exceptions) has effect.

Coppice's Public Duty Statement

A belief in the right of every single person to be treated with equal dignity and compassion alongside equal legal protection is fundamental to the ethos which underpins everything we do in school. At Coppice we realise that this is a legal duty, but we also consider it as a moral duty.

We aim to create a prejudice free environment through:

- Ensuring that everyone is treated fairly and with respect.
- Making sure that our school is a safe, secure and stimulating place for everyone.
- Recognising that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- Having developed an inclusive curriculum that is accessible to all.
- Recognising that for some pupils extra support is needed to help them to achieve and be successful.
- Encouraging compassion, open-mindedness and an inclusive attitude as well as an understanding of diversity and the benefits it can have.
- Making sure that no-one in the school community experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or 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.
- Modelling the British value of respect to all people, irrespective of characteristics, and we consider it our moral duty to promote and develop this understanding and good practice in the children themselves. When a child demonstrates disrespect with regard to the characteristics of another person, we will work with that child to strengthen their understanding of why their behaviour or language has not been appropriate.
- Using words such as celebrate instead of tolerate as tolerance is often linked with 'having to put up with something not liked'

This statement should be read alongside the schools equality and diversity policy. Pupils, parents, teachers and governors are consulted and asked to contribute to the policy when it is reviewed.

Equality Objective 1: To improve outcomes for pupils from all groups

<u>Planned actions</u>	<u>Success criteria</u>
Monitor academic progress and attendance of all protected groups and intervene where trends are seen.	All pupils attend well and there is no notable difference between the performance of one group compared to another.
Monitor uptake of extra curricular clubs and visits for all groups.	Pupils from all groups attend a wide range of activities and events.
EAL pupils are identified and language learning is closely monitored. Pupils learning English are supported to make good progress.	Pupils whose home language is not English are well supported and make good progress. Home languages are celebrated.

Equality Objective 2: Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act

<u>Planned actions</u>	<u>Success criteria</u>
<p>To consult with community representatives to help educate about offensive language.</p> <p>Work with pupils as class groups and where required individuals to ensure they are well informed.</p> <p>Regular hate crime workshops are delivered to children. PCSO also works with pupils on understanding hate crime.</p>	<p>A wide range of views and ideas are collected and teachers are clear about things that people of a particular faith, race or heritage find offensive.</p> <p>All incidents are reduced and then eliminated.</p>

Equality Objective 3: British values are embedded in the school's ethos

<u>Planned actions</u>	<u>Success criteria</u>
<p>Children are made aware of the British values through taught lessons and assemblies.</p> <p>British values are modelled by all staff and visitors to school.</p>	<p>British values will be embedded in the ethos of the school.</p> <p>All children are respectful and celebrate the differences of others.</p>

Prejudice and discrimination is not tolerated at Coppice Junior School and we are continuously working towards a more accepting and respectful environment for our school's community.