Statement on the Public Sector Equality Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements.

In carrying out their functions, public bodies are required to have due regard to the need 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.

In addition, the Act introduced two 'specific duties' for schools:

(a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and

(b) to prepare and publish equality objectives.

Fairisle Junior School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

Our approach to equality is based on the following key principles:

1. All children are of equal value

2. We recognise and respect difference

3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

4. We observe good equalities practice in staff recruitment, retention and development.

5. We aim to reduce and remove inequalities and barriers that already exist.

6. We have the highest expectations of all our children.

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

At Fairisle Junior School we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. 'Due regard' ensures that we work towards these and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. We eliminate discrimination by:

• Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying

• Reporting, responding to and monitoring all racist incidents

• Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping

• Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success

• Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary

• Ensuring that all pupils have the opportunity to access extra-curricular provision

• Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

We have a series of policies and procedures in place to support us with this. These include:

- Accessibility Plan
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Information and Objectives
- Inclusion Strategy Statement
- SEND Policy
- Pupil Premium Strategy

People with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable our school to take action to tackle such disadvantages and the needs arising from them, or to address disproportionately low participation by a particular group of pupils.

These are known as the positive action provisions and they permit schools to take proportionate action, if they wish, to address the disadvantage faced by particular groups.

The DfE have indicated that such measures could include targeted provision or resources, or putting in place additional or bespoke provision such as:

• Adapting learning resources and teaching practices to enhance the learning experience of pupils with learning and physical disabilities.

• Using evidence and monitoring tools to track pupil achievement and participation in school activities

• Special catch-up classes

It should be noted that positive action of these kinds is not the same as positive discrimination.

We recognise that our school is located in an urban, and predominantly white, area. We therefore endeavour to provide our pupils with a range of experiences to give them insight into modern, multicultural Britain. We teach children about equality through our PSHE and Citizenship curriculum, as well as through Religious Education, Spiritual, Moral, Social and Cultural education, and British Modern Values, which helps to ensure that equality and diversity are embedded in the curriculum.

At Fairisle Junior School, we teach children to be respectful, ready to learn and safe. These qualities, alongside our monthly values, support equality and foster good relations.