



**Leighfield**  
Primary School

Learning for Life

## **Equality Act 2010**

# **Equality Duty Information Report**

**February 2020**

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## Introduction

1. The Equality Act 2010 requires schools to publish information by 6th April each year to demonstrate compliance with the aims of the Public Sector Equality Duty:
  - Information about how the school is promoting equality and eliminating unlawful discrimination for pupils, staff and advisory board members with protected characteristics (or other relevant people with protected characteristics in the school community);
2. The information published in this document is our response to this.

## The Public Sector Equality Duty

3. The Public Sector Equality Duty is set out in Section 149 of Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:
  - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act<sup>i</sup>
  - Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it<sup>ii</sup>
  - Foster good relations between people who share a relevant protected characteristic and people who do not share it<sup>iii</sup>.
4. The full Act is available [here](#).

## What we did during the last year

**As a school, we take full account of equality and accessibility in our day-to-day policy, decision-making and practice. Where necessary, we put actions in place to address any barriers faced by pupils, parents or volunteers with protected characteristics.**

5. For example, this includes:
  - Consideration of gender in terms of access to clubs and resources, ensuring a balanced approach
  - Developing a curriculum that considers the views of a diverse nation
  - Ensuring well thought out provision for individuals in each class, with a termly review of individual welfare, SEND, specific needs and challenges to inform planning for learning, trips and opportunities
  - Risk assessment for activities considers discriminatory factors and measures to address this carefully
  - Planning opportunities to offer opportunities that widen perspectives
  - Accessibility planning for the school site

## **We are working hard to be a good employer of people with protected characteristics.**

6. For example, this includes:
  - Consideration of flexible working for medical/family needs
  - Supporting compassionate well-being needs
  - Review of environment and associated actions

### **Looking ahead – what next**

7. Over the course of the year ahead, we will deliver our equality objectives. You can find these on our website.
8. We will report annually on our progress on meeting these objectives.

### **Further information**

9. For further information please contact Mrs S Eaton, Headteacher

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#### **<sup>i</sup> Prohibited conduct:**

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

Indirect discrimination occurs when a condition, rule, policy or practice in your school that applies to everyone disadvantages people who share a protected characteristic.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

ii The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

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iii Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.