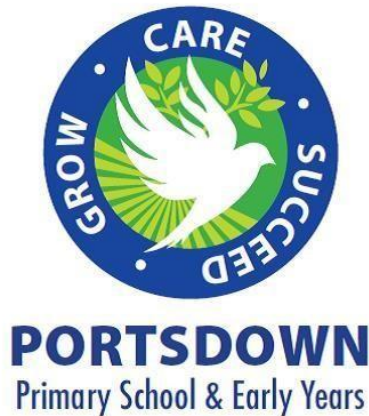


# Equality, Diversity and Community Cohesion Policy

(Includes the School's Equality Objectives:  
Appendix 1)

## Portsmouth Primary School and Early Years



**Date:** December 2025

**Approved by:** Governing Body

**Last reviewed on:** December 2025

**Next review due by:** December 2026

### Introduction

Portsmouth Primary School and Early Years provides education for all and values diversity as a rich learning resource. We are proud of the cultural diversity within our school community and aim for 'success for all'. Everything we do is underpinned by the basic moral position that everyone is of equal value by virtue of being human. We take pride in challenging beliefs and/or assumptions

which privilege any group of people over others and we promote equality for all, particularly those at risk of discrimination or marginalisation.

We strive to maintain a strong and vibrant school community in which all members share a sense of belonging and which plays a positive role within the school, in the school's neighbourhood and wider community. Respect for all is evident in every aspect of school life and is underpinned by our core message of 'Grow, Care and Succeed' and our core values of 'Be Kind, Be Respectful, Be Inclusive, Be Safe and Be Your Best'.

In line with the Equality Act 2010 and as part of the public sector equality duty (see Appendix 2 for more information) we make sure we do not discriminate against anybody because of their protected characteristics.

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

### **Protected characteristics**

The Equality Act covers the following protected characteristics:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

Further information on the Equality Act 2010 and the protected characteristics can be found at: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Paragraph 1.15 of the Department for Education (DfE) guidance linked above notes that age is only a protected characteristic in schools in relation to employment and the provision of goods and services. It does not apply to pupils. This is also true for protection based on marriage and civil partnership, which applies to employment but not to pupils – see [section 84](#) of the Equality Act 2010.

### **Rationale**

Portsmouth Primary School and Early Years provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school and wider community; we seek to ensure that everyone is equally valued and treat one another with respect and fairness. Pupils and other members of the school community are provided with the opportunity to experience, understand and celebrate diversity.

Portsmouth also has a duty to promote community cohesion across four dimensions:

- The school community — including all stakeholder groups
- The community within which the school is located — Portsmouth
- The national community
- The global community

**This policy therefore is in place to:**

Articulate the school's commitment to equality and, therefore, the values that permeate all other school policies and practices.

Ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected.

Promote equality of opportunity and eliminate unlawful discrimination and harassment.

Recognise the role of the school as a focal point in the local community and as a resource to support learning and develop values.

Explore the school's links with the wider, national and global community. (Community Cohesion)

Comply with statutory duties under equality legislation and relevant Codes of Practice.

Address all equality and anti-discrimination issues in one document.

**Purpose**

To ensure that there is equality of opportunity for all members of the school community, existing or potential, and any barriers to learning and participation are reduced or removed.

To ensure that the school promotes equality of opportunity in principle and eliminates direct or indirect discrimination in all its functions as employer, service provider and community resource.

To ensure that everyone is treated with respect and that any form of prejudice is challenged and eliminated.

To ensure that the school makes a constructive contribution to the local, national and global community.

To develop a single equality policy for Portsdown Primary School and Early Years.

**What does unlawful behaviour under the Equality Act look like?**

**Direct Discrimination**

This is what normally comes to mind when people think about discrimination: intentionally treating someone less favourably due to a protected characteristic.

**Indirect Discrimination**

This is where a policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic.

**Harassment**

The legal definition is: 'Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.'

Harassment only covers disability, race, sex or pregnancy and maternity, and **not** religion or belief, sexual orientation or gender reassignment. Harassing pupils with these characteristics would be considered direct discrimination, rather than harassment.

### **Sexual harassment**

This occurs when a person is subjected to unwanted conduct which is of a sexual nature. The conduct does not need to be sexually motivated, only sexual in nature.

### **Victimisation**

It's unlawful to retaliate against someone for taking action under the Act. The [Equality and Human Rights Commission \(EHRC\) defines 'protected acts'](#) as:

- Claiming, or complaining of, discrimination under the Act
- Giving evidence in someone else's claims under the Act
- Claiming someone has violated the Act
- Taking any other action under the Act

The EHRC gives the example of a teacher shouting at a pupil because they believe the pupil will support another pupil's sexual harassment claim. This would amount to victimisation of the pupil.

### **Discrimination arising from disability**

The overriding principle of the Equality Act 2010 is one of equal treatment – for example, the school cannot treat a Muslim pupil differently from a Christian pupil.

However, the school may, and often must, treat pupils with disabilities more favourably than those without disabilities, so that they can access and benefit from the service the school provides to the same extent as everyone else.

The school would not discriminate against someone because of something that arises from their disability, and so the school may have to treat them differently to ensure that they can access and benefit from the service the school provides.

### **General exceptions for schools**

Under the Equality Act 2010 and as advised by the DfE, there are exceptions which apply to schools. The main one for the school is that the school is allowed to take positive action. Positive action means taking targeted action to address the disadvantages experienced by a specific group. For example, the school can have special catch-up tuition for children of migrant workers without having to provide the same service to pupils who do not fall into that group. The school will show that this is a proportionate way to achieve a specific goal.

### **Guidelines**

- 1) In pursuit of equality and respect for all, every member of the school community is expected to act with honesty, integrity, care, kindness, thoughtfulness, responsibility and humility.
- 2) Every child is entitled to a broad and balanced academic and social curriculum, which is accessible to them. Teaching and non-teaching staff work closely together to ensure that all learning tasks are made meaningful and relevant to every learner and that curriculum content and resources represent and celebrate diversity.
- 3) Staff ensure that all pupils are enabled to participate fully in the life of the school, including educational visits and other school trips.
- 4) The children in school learn about human rights and how to apply and defend them. They are helped to learn to understand others and to value diversity.
- 5) All members of the school community feel able to openly discuss potentially contentious issues, while the school's core values are consistently upheld.

- 6) There is zero tolerance on language or behaviour which is disrespectful to others. Language which insults, embarrasses, intimidates, humiliates or ridicules is unacceptable. Staff use their professional judgment when dealing with any incident. All complaints concerning harassment, abuse or discrimination are recorded and appropriate action is taken.
- 7) Pupils' attainment and progress are carefully monitored to ensure that no identifiable group is underachieving. Attention is given to the progress of identifiable groups of children currently in school, as well as to trends over a number of years.
- 8) The children's personal, social and emotional development is carefully monitored to ensure that children's confidence and self-esteem thrive and that every child feels welcomed and sufficiently supported, particularly those at risk of discrimination or marginalisation.
- 9) Pupil behaviour, discipline and exclusions are carefully monitored to ensure that no identifiable group is over-represented without a challenge.
- 10) Parents and carers are seen as key stakeholders in their children's learning and development; their views are regularly sought and respectfully listened and responded to.
- 11) Children's agency in their own learning and development is acknowledged; their views are regularly sought and respectfully listened and responded to, particularly in any decision-making that affects them.
- 12) Disabled people from the local and wider community are consulted when the school considers how to further promote disability equality and avoid discrimination.
- 13) Opportunities are regularly sought to hold events that bring together people from a variety of different backgrounds and foster positive relationships.
- 14) The school actively pursues links with the local, national and global community.
- 15) All processes for staff recruitment, induction, development and progression are scrutinised and carefully explored to ensure that no individual is treated unfairly.
- 16) The diversity of children in the school and local community is represented, where possible, in the complement of staff and governors.

### **Legal Duties:**

- 1) We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2010.
- 2) We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 3) We recognise that these legal duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **The school's duties under the Equality Act**

#### **To pupils**

The school does not discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way you provide education for pupils

- In the way you provide pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment

See page 7 of the DfE guidance.

### **To staff**

The school does not discriminate against school staff.

Unlike pupils, staff are protected under all the protected characteristics including age and marriage or civil partnership.

For more information, see [these guides published by Acas](#).

### **To parents**

In some circumstances, a school is regarded as a 'service provider' under part 3 of the Act, so the school has a duty to make accommodations for the parents of pupils if those parents have a disability.

See point 1.34 of [EHRC's technical guidance](#).

### **To the public**

If the school opens its facilities to the public, then the school is a service provider and responsible for preventing discrimination against any person that uses those facilities under part 3 of the Act.

### **Aims**

In fulfilling the legal obligations and duties referred to above, we are guided by Seven Core Principles:

Principle 1: All learners are of equal value.

Principle 2: We recognise and respect diversity. Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to any of the protected characteristics.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote positive attitudes towards others.

Principle 4: Staff recruitment, retention and development. Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts, we take opportunities to maximize positive impacts by reducing and removing inequalities and barriers that may already exist.

Principle 6: We consult widely. People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of.

We will put our core values into practice and act as an equality champion and community leader by:

- promoting equality and diversity, for example by assessing the impact of our policies on different groups
- challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- promoting community cohesion
- opposing all forms of prejudice which stand in the way of fulfilling our legal duties:

## **Procedures**

We recognise that the actions resulting from a policy are what make a difference. We will keep each curriculum area and all aspects of learning under review in order to ensure that teaching and learning reflect the seven core principles. We use quantitative and qualitative data relating to the implementation of this policy, and take action as appropriate. In particular, we collect, analyse and use data in relation to achievement, broken down appropriately according to disabilities and special educational needs, ethnicity and gender.

Prejudice-related incidents will be identified as such when anyone involved with the incident feels that it is motivated by prejudice. All such incidents are referred to the Senior Management Team, whose role it is to assess, record and deal with all incidents. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents. All staff and governors have access to a selection of resources which discuss and explain concepts of equality and diversity.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

We ensure that the core principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

learners' progress, attainment and assessment

learners' personal development, welfare and well-being

teaching styles and strategies

admissions and attendance

staff recruitment, retention and professional development

care, guidance and support

behaviour, discipline and exclusions

working in partnership with parents, carers and guardians

working with the wider community.

## **Relationships, Sex and Health Education (RSHE)**

## **Our commitment to equality in RSHE**

When planning and teaching Relationships, Sex and Health Education (RSHE), we comply with our requirements under the Equality Act 2010 and Public Sector Equality Duty to create an inclusive classroom.

This means that we:

- Develop a good understanding of pupils' faith backgrounds and take those into account when planning teaching, so topics are appropriately handled
- Make sure the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect
- Ensure that our RSHE teaching is differentiated and personalised to meet the specific needs of pupils at different developmental stages, particularly for pupils with special educational needs and disabilities (SEND)
- Consider taking positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic

Our teaching reflects current law as it applies to relationships, so our pupils understand what the law does and doesn't allow.

See our Relationships and Sex Education Policy for full details of our RSHE curriculum and approach.

## **Safeguarding and Equality: The link between safeguarding and equality**

Safeguarding and promoting the welfare of children is everyone's responsibility. Keeping Children Safe in Education Keeping Children Safe in Education Keeping Children Safe in Education We recognise that safeguarding considerations must take account of protected characteristics.

We carefully consider how we are supporting our pupils with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

The Public Sector Equality Duty means that whenever significant decisions are being made or policies developed, we give specific consideration to the equality implications, such as the need to eliminate unlawful behaviours that relate to protected characteristics, such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

Provisions within the Equality Act allow us to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils with certain protected characteristics in order to meet their specific need. We recognise that national evidence shows girls and women are disproportionately subjected to sexual violence and sexual harassment.

While we monitor our own school data carefully, we also take preventative action to address this issue before it affects our pupils. This includes participating in White Ribbon Day, which raises awareness about violence against women and girls and promotes respectful relationships.

Through this initiative, we deliver age-appropriate assemblies and lessons through the year to all pupils about respect, consent, kindness and healthy relationships. This preventative approach helps to challenge attitudes and behaviours early, creating a culture where all pupils understand that violence and harassment are never acceptable.

We monitor the impact of these initiatives through pupil voice, behaviour data and incident reporting, and adapt our approach based on what we learn.

See our Child Protection and Safeguarding Policy for full details of our safeguarding arrangements.

## **Child-on-Child Abuse Zero-tolerance approach to child-on-child abuse**

We have a zero-tolerance approach to all forms of child-on-child abuse. Abuse will never be passed off as "banter", "just having a laugh" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We understand that some pupils may be more vulnerable to child-on-child abuse due to their protected characteristics, and we take this into account in our safeguarding and behaviour management approaches.

**In our primary school, child-on-child abuse would most commonly take the form of:**

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Name-calling and verbal abuse, including use of derogatory or discriminatory language
- Deliberately excluding others or damaging friendships
- Initiation/hazing type behaviours

**We also recognise that, while less common in primary schools, child-on-child abuse can include:**

- Inappropriate physical contact or behaviours of a sexual nature
- Sharing of inappropriate images or content online
- Other forms of abuse as defined in Keeping Children Safe in Education

**All forms of child-on-child abuse are taken seriously.** Staff are trained to recognise the signs of abuse and to respond appropriately. We teach our pupils age-appropriate content about healthy relationships, personal boundaries, consent (in an age-appropriate way), and how to report concerns.

We recognise that it is more likely that girls will be victims and boys perpetrators of certain forms of abuse, but that all child-on-child abuse is unacceptable and will be taken seriously regardless of the gender of those involved.

See our Child Protection and Safeguarding Policy and Behaviour Policy for full details of how we prevent, identify and respond to child-on-child abuse.

### **Data protection in equality monitoring**

The Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) place duties on us to process personal information fairly and lawfully and to keep the information we hold safe and secure.

When we collect, store and analyse data about protected characteristics (as outlined in the 'Procedures' section of this policy), we do so in compliance with data protection legislation. We are confident of the processing conditions which allow us to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

All equality monitoring data is:

- Collected only for specified, explicit and legitimate purposes
- Stored securely with appropriate access controls
- Used only for the purposes for which it was collected
- Retained only for as long as necessary
- Processed in accordance with individuals' rights under data protection legislation

See our Data Protection Policy for full details of how we handle personal data.

### **Reasonable Adjustments for Disabled Pupils**

Our proactive duty to make reasonable adjustments. We have a duty to make reasonable adjustments for disabled children and young people.

We may, and often must, treat pupils with disabilities more favourably than those without disabilities, so that they can access and benefit from the education we provide to the same extent as everyone else.

We would not discriminate against someone because of something that arises from their disability, and so we may have to treat them differently to ensure that they can access and benefit from our provision.

**Examples of reasonable adjustments we make include:**

**Physical adaptations:**

- Ensuring accessibility through the school
- Providing appropriate furniture and equipment
- Adapting toilet and hygiene facilities

**Auxiliary aids and services:**

- Providing specialist equipment (e.g., hearing loops, computers to support with needs)
- Offering additional adult support where appropriate
- Using assistive technology
- Providing materials in alternative formats (e.g., large print, braille, audio)

**Adjustments to policies, procedures and practices could include:**

- Allowing additional time for tasks and assessments
- Adapting our behaviour policy to account for disability-related behaviour
- Modifying our homework policy
- Adjusting school routines (e.g., allowing a pupil to leave lessons early to avoid crowded corridors)
- Providing a safe space for pupils who may become overwhelmed

We consult with disabled pupils, their parents/carers, and relevant professionals to determine what adjustments are needed and to review their effectiveness regularly.

See our SEND Policy and Accessibility Plan for full details of our provision for pupils with disabilities and special educational needs.

**Accessibility Plan**

We have a separate Accessibility Plan that sits alongside this Equality Policy. Our Accessibility Plan sets out how we will:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Our Accessibility Plan is reviewed annually and updated every three years.

Our Accessibility Plan is available on the school website and from the school office.

**Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented..

The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom

- deal appropriately with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

### Monitoring and evaluation

The Head teacher will report to the Full Governing Body each term, regarding any incidents involving discrimination or harassment.

## Appendix 1

### School's Equality Objectives 2023-2026 (updated 2024)

| Our aims   | Why   | Planned Action  |
|--|---|---|
| Attainment and achievement for all. Use our internal data in order to help focus upon the achievement of all groups – to ensure all pupils achieve to the best of their abilities, with attainment at or above national standards. | <p>There are gaps in attainment and progress between certain groups in the school compared to other groups.</p> <p>The coronavirus (COVID-19) pandemic has impacted more on certain children and groups compared to other children and groups and this is recognised both locally and nationally.</p> | See the Pupil Premium Strategy for further details on the support and targeting provided to pupil premium children; Governors minutes; SEND report; and the School Improvement Plan for additional detail on specific (and significant) groups within the school. Termly recording of the children's attainment data and analysis conducted to identify individuals, groups and cohorts requiring additional support. |
| To ensure that all pupils with disability have access to all aspects of the curriculum   | Children with a disability may not be able to access all aspects of the curriculum and as a result will not be able to equally access the curriculum.   | See the SEND report for details of how the school will ensure that it does not discriminate against those with a disability.  |

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| and school life   |   |  |
| To ensure that teaching, learning and the curriculum celebrate diversity. We strive to ensure resources reflect true diversity. | Celebrating diversity in teaching, learning, and the curriculum is essential in UK primary schools to foster an inclusive environment where every child feels valued and represented. The UK is a multicultural society, and reflecting society's diversity helps children develop respect and empathy for people from different backgrounds, cultures, and experiences. This approach also combats stereotypes and promotes social cohesion by teaching pupils the importance of equality and fairness. Additionally, diverse representation ensures that all children can see themselves positively reflected in their education, boosting self-esteem and engagement while preparing them to thrive in a globalised world.   | School to review the teaching, learning and curriculum and how the school celebrates diversity, making improvements and adjustments to improve the children's experience of diversity.   |
| To increase participation of vulnerable and disabled pupils in all school activities – both in and out of school hours          | Increasing the participation of vulnerable and disabled pupils in all school activities is vital to ensure equity and inclusion. Education is a fundamental right, and removing barriers to participation helps create an environment where every child can thrive regardless of their abilities or circumstances.  | See the Pupil Premium Strategy for further details on the support and targeting provided to pupil premium children; Governors minutes; SEND report; and the School Improvement Plan for additional detail on specific (and significant) groups within the school. Termly recording of the children's participation in all school activities and analysis conducted to identify individuals, groups and cohorts requiring additional support. |
| To narrow the gap in attendance for vulnerable pupils by fostering good relationships with parents and carers                   | <p>Good attendance is linked to good achievement and can improve outcomes for disadvantaged pupils (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p><u>Data highlights that children eligible for free school meals are more likely to be absent or persistently absent. For example. In 2021/22, 37.2% of pupils eligible for free school meals were persistently absent compared with 17.5% of pupils who were not eligible (Long and Danechi, 2023)</u></p> <p>Reported in <a href="https://cypmhc.org.uk/wp-content/uploads/2024/04/CentreforMH_NotInSchool.pdf">https://cypmhc.org.uk/wp-content/uploads/2024/04/CentreforMH_NotInSchool.pdf</a></p> | Attendance Officer to continue to promote attendance and work with families to remove barriers with support from named member of the Senior Leadership Team and named Governor. Closer links to the Local Authority Attendance Team to be fostered and maintained by the school.   |
| To strive to have a workforce that reflects the diversity within  | <p>Portsmouth's ethnic minorities increased from 16.0% in 2011 to 22.3% in 2021.</p> <p>Within the school's local area of Paulsgrove, ethnicity for those who identified as not being White UK was 7.7% compared to 16% in Portsmouth and 20.2% in the UK.</p>  | Actively promote vacancies to diverse community groups (with support from PCC and in line with their Equality and Diversity Strategy:<br><a href="https://www.portsmouth.gov.uk/w">https://www.portsmouth.gov.uk/w</a>   |

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| <p>Portsmouth and is at least in line with the local authority (Portsmouth City Council) and/or nationally for teachers.</p> | <p>For more information, see:<br/> <a href="https://www.portsmouth.gov.uk/services/health-and-care/health/joint-strategic-needs-assessment/portsmouth-demography/">https://www.portsmouth.gov.uk/services/health-and-care/health/joint-strategic-needs-assessment/portsmouth-demography/</a><br/>         Portsmouth City Council's employees comprise of 67% female and 33% male, with 6% of its staff identifying as being from an ethnic minority<br/> <a href="https://yourcityyoursay.portsmouth.gov.uk/workforce-insight-profile-research/workforce-insight-profile-2022/ethnicity/">https://yourcityyoursay.portsmouth.gov.uk/workforce-insight-profile-research/workforce-insight-profile-2022/ethnicity/</a><br/>         Portsdown Primary School and Early Years' staff comprise of 95% female and 5% male, with staff who consider themselves to be from an ethnic minority accounting for 5% of the staff.<br/>         Nationally, 89% of all teachers in state-funded primary schools were White British.<br/>         15% of teachers in primary schools are male. This compares to 11% at Portsdown Primary School and Early Years.</p> | <p><a href="p-content/uploads/2024/03/edi-strategy-march-2024-aa-accessible.pdf">p-content/uploads/2024/03/edi-strategy-march-2024-aa-accessible.pdf</a></p> <p>To actively encourage volunteers from both within the school's community and from outside the school community (as volunteering can often be a route into working in a school).</p> |
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## How we monitor progress against our equality objectives:

### Monitoring arrangements:

- The Senior Leadership Team reviews progress against each objective termly
- The Full Governing Body receives a report on equality objectives twice per year (autumn and summer terms)
- Data is analysed termly to identify any emerging gaps or concerns
- Staff surveys are conducted annually to gather views on equality and inclusion
- Pupil voice is gathered through School Council and pupil surveys (at least annually)
- Parent/carer views are gathered through annual surveys and Parent View responses

### Success criteria for each objective:

#### For **Objective 1 (Attainment and achievement)**:

- Gaps in attainment between different groups narrow year-on-year
- Progress data shows all groups making at least expected progress
- No group is significantly underperforming compared to national averages

#### For **Objective 2 (Pupils with disability accessing curriculum)**:

- 100% of pupils with disabilities can access all curriculum areas with appropriate adjustments
- Pupil and parent surveys show high satisfaction with accessibility
- No disability-related complaints about curriculum access

#### For **Objective 3 (Celebrating diversity in teaching and learning)**:

- Curriculum review completed by [insert date]
- Staff training on diverse and inclusive resources delivered by [insert date]
- Pupil surveys show increased awareness and appreciation of diversity
- Resources audit shows representation of diverse groups across all curriculum areas

#### For **Objective 4 (Participation of vulnerable and disabled pupils)**:

- Participation rates for vulnerable and disabled pupils in clubs and activities match or exceed those of other pupils
- No vulnerable or disabled pupils are excluded from trips or activities due to barriers
- Pupil voice shows high levels of satisfaction with opportunities available

#### For **Objective 5 (Attendance of vulnerable pupils)**:

- Attendance gap between vulnerable pupils and others narrows year-on-year
- Persistent absence rates for vulnerable groups reduce

- Case studies show effective partnership working with families

For **Objective 6 (Workforce diversity)**:

- Applicant diversity data shows reach to diverse communities
- Shortlisting and appointment data shows no bias
- Workforce diversity increases year-on-year toward local/national benchmarks
- Volunteer programme established with representation from diverse groups

**Pupil voice in monitoring:**

- School Council discusses equality and inclusion issues at least once per term
- Annual pupil surveys include questions about feeling valued, respected and included
- Pupils from different groups are specifically consulted when reviewing relevant policies
- Pupils contribute to decisions about curriculum content and resources

## Appendix 2

### **The public sector equality duty**

The public sector equality duty is the title of the duty, and how it is referred to in the Equality Act. It consists of the general equality duty which is the overarching requirement or substance of the duty, and the specific duties which are intended to help performance of the general equality duty.

The purpose of the duty is to encourage certain public bodies, including local authorities, health, transport and education bodies, the police, the armed forces and the central government departments, to pro-actively consider different customer and workforce needs when they carry out their day-to-day functions, deliver services and shape policy.

The general equality duty covers the following protected characteristics: age (including children and young people), disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The three aims of the duty apply to all protected characteristics apart from marriage and civil partnership, which is only relevant to the first aim (eliminating discrimination). Thus a body subject to the duty must have due regard to the need to eliminate discrimination where it is prohibited under the Equality Act 2010 because of marriage or civil partnership in the context of employment.

The Public Sector Equality Duty has three aims:

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

The Equality Act explains that the second aim (advancing equality of opportunity) involves, in particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The Home Office say that the duty “supports good decision making – it encourages public bodies to understand how different people will be affected by their activities, so that their policies and services are appropriate and accessible to all and meet different people’s needs.”

For more information, visit the [Equality and Human Rights Commission \(EHRC\)](#) website.