

Halesbury School



Public Sector Equality Policy

Policy review and updated	September 2025
Policy due for review	September 2029
Review cycle	Every 4 years

1. Policy Statement

Halesbury Special School is committed to fulfilling its duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED). We believe that every individual — pupil, parent, staff member, and visitor — has the right to be treated with respect and dignity. Our aim is to eliminate discrimination, advance equality of opportunity, and foster good relations between people of different backgrounds, experiences, and identities.

We recognise and celebrate the unique talents and needs of our pupils, ensuring that every child has access to the support, education, and opportunities they need to thrive.

2. The Legal Duty

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 the Department for Education (DfE) advice for schools on the Equality Act, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

Under the Public Sector Equality Duty (Section 149 of the Equality Act 2010), Halesbury Special School must have due regard to the need to:

1. Eliminate discrimination, harassment and victimisation.
2. Advance equality of opportunity between different groups.
3. Foster good relations between different groups.

3. Protected Characteristics

The Equality Act 2010 protects individuals from discrimination based on the following nine protected characteristics:

- 1. Age
- 2. Disability
- 3. Gender reassignment
- 4. Marriage and civil partnership
- 5. Pregnancy and maternity
- 6. Race
- 7. Religion or belief
- 8. Sex
- 9. Sexual orientation

4. Our School Context

Halesbury Special School provides education for pupils with a range of learning difficulties and additional needs.

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

- Pupils' progress, attainment and achievement
- Pupils' 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.

5. Roles and Responsibilities

The Governing Body – ensures compliance with the Equality Act and monitors progress towards equality objectives.

The Headteacher and Senior Leadership Team – ensure implementation and monitoring of 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. Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the guiding principles above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work

Pupils – are encouraged to respect and value each other's differences.

6. How We Demonstrate the Duty

Halesbury Special School demonstrates compliance with the Public Sector Equality Duty by:

- Setting and reviewing measurable equality objectives every four years.
- Monitoring pupil progress, attendance, participation, and behaviour by group.
- Ensuring recruitment and training processes are fair and transparent.
- Providing staff training on equality, inclusion, and unconscious bias.
- Consulting with parents, carers, and pupils when developing school policies.

7. Equality Objectives

This section summarises the objectives we have identified in order to eliminate discrimination and harassment and advance equality in relation to gender, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Objective 1

Provide positive non-stereotyping information about gender roles, family units and diverse groups.

To achieve this objective we plan to:

- Review our application forms to ensure they do not favour one type of family set up and include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information.
- Review the information on the school website.
- Include explicit teaching about different types of families and explicitly teach about gender roles and stereotyping in our Personal, Social, Health and Economic (PSHE) curriculum.
- Actively seek to be gender neutral with regards to home/school communication. This includes not making assumptions over primary contact numbers and actively seeking to engage parents/carers of different genders with the life of the school.

Objective 2

Improve our knowledge and understanding of discriminatory behaviours within our school.

To achieve this objective we plan to:

- Log all discriminatory behaviour against any of the protected characteristics to enable us to monitor and identify any areas of concern where more education is needed for staff, students or families.
- Ensure that CPOMS has clear separate categories for discrimination against the nine protected characteristics.
- Teach students about the Equality Act 2010 and the protected characteristics through our Personal, Social, Health and Economic (PSHE) curriculum.

Objective 3

Prepare students for life in a diverse society in which students are able to see their place in the local, regional, national and international community.

To achieve this objective we plan to:

- Ensure that visitors invited to speak to the students represent a diverse range of individuals.
- Provide students with the opportunity to experience wider life experiences away from the school in order for them to visualise their possible future life choices.

Objective 4

Improve the experiences available to our students to ensure opportunities and access for all.

To achieve this objective we plan to:

- Ensure that all of our students, regardless of disability, gender, race, religion, gender reassignment, sexual orientation, pregnancy, or age have equal opportunities in taking part in curricular and extra-curricular activities. We will collect information about those attending to evaluate representation and accessibility.
- Actively look at ways of tackling any barriers that prevent accessibility. We will regularly obtain the views of all students, particularly those with Education Health and Care Plans (EHCP) and physical disabilities, to ensure that we are meeting their needs and making any necessary adjustments.

8. Monitoring and Evaluation

In line with the requirements of the Public Sector Equality Duty we will review the SDP and report on our progress every year to the governing body as part of committees' minutes and the Head teacher's report to the governing body. Equality Objectives will be reviewed every four years (as part of our policy review timetable).

9. Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under our Code of Conduct or Grievance Procedures. We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour.

Complaints about staff will be investigated using the appropriate Local Authority procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report on complaints annually and on action taken.