



**Villa Real School**  
*together we achieve*

# Single Equality Policy

## 2025

Responsibility: Alex Morris

Review Date: January 2025

Signed and Adopted by the Governing Body:

Chair of Governors

Dated: 20.01.2025

Date to be reviewed: January 2026

## **INTRODUCTION**

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This will apply to all pupils, students, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability
- Identity
- Pregnancy and maternity
- Race
- Religion or beliefs
- Sex
- Sexual orientation
- Age (not applicable to pupils and students)
- Marriage and Civil Partnerships (not applicable pupils and students and staff under 18)

Age and marriage and civil partnership are NOT protected characteristics for the school's provisions for pupils and students.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low
- Respond to the Governments recommendations for an 'Inclusive Britain' 2022

We will take into account the six Brown principles of 'due regard'

- **Awareness** – all staff know and understand what the law requires
- **Timeliness** – implications considered before they are implemented
- **Rigour** – open-minded and rigorous analysis, including parent/carer/pupil/student voice
- **Non-delegation** – the Public Sector Equality Duties (PSED) cannot be delegated
- **Continuous** – ongoing all academic year
- **Record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- Publishing our equality information
- Publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

## **LEGAL FRAMEWORK**

We welcome our duties under the Equality Act 2015 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential to 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 and the Public Sector Equality Duties 2010.

## **GUIDING PRINCIPLES**

In fulfilling the legal obligations cited above, we are guided by nine principles:

### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value.

### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

### **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 disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic and transphobic harassment
- Positive attitudes and understanding of those women pregnant or during maternity

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

We ensure that 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 of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

**Principle 6: We consult and involve 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. We consult and involve all sectors of the school community.

**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.

**Principle 8: We base our practices on sound evidence.**

We maintain and publish quantitative and qualitative information about our progress towards greater equality.

**Principle 9: Objectives.**

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

## **THE CURRICULUM**

The curriculum at Villa Real School is updated annually and more frequently if required. Subject areas are constantly under review through the school's quality assurance process and monitored to ensure each subject's content is informed and influenced by the nine guiding principles. The curriculum is personalised and bespoke and is evaluated to align with the ever-changing needs and views of pupils and students.

## **ETHOS AND ORGANISATION**

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

- Pupils' and students' progress, attainment and achievement  
Pupils' and students' personal development, welfare and wellbeing
- Teaching styles strategies and curriculum
- 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

## **ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

Villa Real School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties.

There is guidance in the Staff Handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents. Please see Anti-Bullying Policy

## **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 action plans are implemented. An identified member of the Governing body has a supporting role regarding the implementation of this policy.

The Headteacher 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.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Respond to prejudice-related incidents that may occur
- Incorporate the principles of this policy into the Curriculum
- Keep up-to-date with equalities legislation relevant to their work
- Challenge discrimination

## **INFORMATION AND RESOURCES**

We ensure that the content of this policy is known to all staff and Governors and, as appropriate, to all pupils, students and their parents/carers.

All staff and Governors are signposted towards a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **RELIGIOUS OBSERVANCE**

We respect the religious beliefs and practice of all staff, pupils, students and parents/carers, and aim to comply with reasonable requests relating to religious observance and practice. Further to this, we deliver a robust Religious Education programme, engaging pupils/students with different religious traditions and observances.

## **STAFF DEVELOPMENT AND TRAINING**

We ensure that all staff receive appropriate training and opportunities for professional development around equalities.

## **BREACHES OF THE POLICY**

Breaches of this policy will be dealt with in line with Villa Real's Staff Disciplinary Policy.

## **MONITORING AND EVALUATION**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, relevant and appropriate to the profile of the school.

For further information on the Equality Act 2010 and exceptions for schools with religious character please see the document published by the DfE 'Equality Act 2010: Advice for School Leaders

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)



**Villa Real School**  
**Equalities information**  
**Updated 2022**

**The public sector equality duty** is a duty on public authorities to consider or think about how their policies or decisions affect people who are protected under the Equality Act. It has three aims under the general duty for schools, academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Villa Real School has considered how well we currently achieve these aims with regard to the eight protected equality groups:

race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation

In compiling this equality information, we have:

- Identified evidence already in the School of equality within policies and practice and identified gaps
- Examined how our School engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality
- Set objectives to help us improve

**Equalities Objectives and Action Plan 2023-2026 (year 2)**

<b>KEY AREA FOR ACTION</b>	<b>PROTECTED GROUP</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMESCALE</b>	<b>SUCCESS CRITERIA</b>	<b>OUTCOME</b>	<b>ACHIEVED</b>
Continue to develop a range of virtual attractions and trips for pupils/students to visit across the curriculum.	Religion and Belief	Subject coordinators EVC	Ongoing	Positive attitude from staff and students	Students and staff positive attitude towards those different to themselves	Ongoing
PE- Activities are organised that are sensitive to cultural and religious requirements. Activities organised during International days.	Race Religion and Belief	D Dimmick	July 2023	Included in whole school events Australia, St Patrick's Day, Africa Days	Increased education and awareness of the issue	Ongoing
Geography- A range of images of developing countries is used to offset negative representations in the media	Race	S Phillips J Bowe	July 2023	Included in schemes of work for appropriate classes, input from G. Reddington	Increased education and awareness of the issue	Ongoing
PSHCE- Pupils/students learn about the diverse national, regional, religious and ethnic composition of the UK	Race Religion and Belief	A Morris	July 2023	Included in schemes of work for appropriate classes	Increased education and awareness of the issue	Ongoing
To improve documentation and support for Polish Community when requested	Race	S Dawson	Ongoing	Transition and prospectus information translated into Polis	Further improved interaction with Polish community	Ongoing
To continue to bid for additional funding to improve the building and resources for wheelchair users	Disability	J Bowe A.Morris	Ongoing	Improved building	To improve the issue of overcrowding	Ongoing
Bridge divides and create partnerships between the police and school community	Race Disability	J Bowe N Fitzpatrick	Ongoing	Stronger community links	Increased education and awareness of the issue	Ongoing
Analysis of pupil attainment to investigate whether there are any specific findings and implications for different groups.	All groups	S Dawson	Ongoing	Additional data on the academic performance of groups alongside other critical factors relating to social mobility and progress	Disparities to be addressed	Ongoing