

Public Sector Equality Duty Statement

Gillamoor CE Primary School

Gillamoor CE Primary School is committed to promoting equality and inclusion in line with the Equality Act 2010. We believe every person has the right to be treated with dignity and respect, and this principle underpins our ethos and practice.

Under the Act, we have a duty to:

- **Eliminate discrimination** and prohibited conduct.
- **Advance equality of opportunity** between those who share protected characteristics and those who do not.
- **Foster good relations** across all groups.

Protected characteristics include sex, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity. We recognise the equal status and rights of all groups and celebrate the uniqueness of individuals. Our aim is to maintain a prejudice-free environment where no member of our community is discriminated against, harassed, or victimised.

Objectives

1. Improve Attendance for Vulnerable Learners

Increase the attendance of vulnerable learners by identifying individual barriers early, implementing personalised support plans, and working closely with families and external agencies to ensure every pupil can access school regularly and safely.

This directly supports the duty to **eliminate discrimination** and **advance equality of opportunity** by ensuring no child's protected characteristic or circumstance limits their access to education.

2. Accelerate Progress and Close Attainment Gaps

Ensure vulnerable learners make strong academic and personal progress by providing high-quality teaching, targeted interventions, and rigorous monitoring so that gaps between vulnerable pupils and their peers reduce year on year.

This aligns with the duty to **advance equality of opportunity** by ensuring pupils with additional needs or disadvantages receive the support required to thrive.

3. Ensure Equal Access to Enriching Experiences

Guarantee that vulnerable learners have equal access to a broad range of curricular and wider-school experiences—including clubs, visits, leadership roles, and cultural opportunities—so they feel included, valued, and able to develop their aspirations.

This supports the duty to **foster good relations** by promoting inclusion, belonging, and shared experiences across all groups.

Responsibilities

Governors will:

- Embed equality objectives in policies and procedures, ensuring clear communication.
- Monitor and review impact regularly (at least every four years).
- Address barriers to equality and inclusion.
- Work with the Headteacher, delegating day-to-day implementation and monitoring.

Headteacher will:

- Promote understanding of equality among staff, pupils, and parents.
- Ensure the curriculum tackles inequality and fosters respect, tolerance, and inclusion.

- Provide effective support systems so all pupils can achieve highly.
- Monitor and address inequalities affecting education and life chances.

Classroom staff will:

- Deliver a fair, balanced curriculum that challenges prejudice and promotes understanding.
- Support each pupil to progress from their individual starting point.
- Create a culture of trust where everyone feels valued and listened to.
- Work effectively with parents, medical professionals, and support staff to overcome barriers.

All staff will:

- Promote equality and inclusivity.
- Lead by example.

Pupils will be:

- Encouraged to respect, celebrate, and include individual differences.
- Supported to respond appropriately if someone is unkind, fostering a caring community.

Evidence of Impact

Our commitment to equality is reflected in:

- Statutory assessment outcomes, Ofsted reports, local authority visits, and stakeholder feedback.
- Policies such as the Single Equality Scheme, Accessibility Plan, SEND Policy, Behaviour Policy, and Curriculum Policy.
- Promotion of respect, liberty, and tolerance through assemblies, RE, and the wider curriculum.
- Consistent application of our Behaviour Curriculum.
- Equal access to the curriculum, clubs, visits, and residential trips.

- Monitoring of attainment and progress, with targeted support for vulnerable groups.
- Effective collaboration with external agencies.
- Charitable support and fundraising activities.