



Simul autem et crescere luceat
Together we grow and shine

Fountain Head House School Equality, Diversity and Inclusion Policy

Review due	May 2026
Last review	May 2025
Reviewed by	Thereza de Lucca Headteacher
Approved by	Julie Smith Chair of the School Board

Contents	Page
Context	3
Introduction	3
Overview	4
Legislation and Guidance	5
The Public Sector Equality Duty (PSED)	5
Equality Statement	6
Equality Aims	6
Equality Objectives	6
Spiritual, Moral, Social and Cultural (SMSC) Development British Values	7
Freedom of Expression - UNCRC	8
Supporting vulnerabilities and risks associated with radicalization and extremism	8
Responsibilities	8
Link to other policies	9
Appendix 1- FHHS – What is gender identity?	9
Appendix 2 - FHHS – The Equality Act 2010 in the Curriculum	12
Appendix 3 - FHHS – Equality Act 2010 Public Sector Duties	15

Context

Fountain Head House School is an independent co-educational school for up to 80 pupils in the age range 4 to 16 years, for pupils with identified Special Educational Need and Disability (SEND) through their EHCP.

Fountain Head House School offers provision for neuro-divergent children, including autistic pupils; pupils with communication and interaction needs; sensory processing needs; global developmental delay; attention deficit hyperactivity Disorder (ADHD). Social, emotional and mental health needs may compound difficulties in some instances but will not be the primary area of need.

Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). The majority of pupils might have been out of education for periods of time and/or experienced trauma in their lives.

We believe that all children have the right to a high level of education which provides continuity and sequential progression taking into account pupils' starting points, individual strengths, talents and needs. The Fountain Head House School curriculum is planned to meet each pupil's individual EHCP outcomes through adaptive approaches which take into consideration age and developmental appropriateness.

The Fountain Head House School curriculum model follows a therapeutic educational approach that promotes the development of Emotional Wellbeing, Cognitive Knowledge and Life Skills. It is acknowledged that pupils' past experiences both in school and life will influence their ability to engage in learning. It is, therefore, paramount to support pupils' emotional wellbeing as a foundation for learning as a whole.

Introduction

Fountain Head House School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation.

We give all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and wellbeing of all our children matter.

This Equality, Diversity and Inclusion Policy extends to adults: staff, parents and carers. We recognise our obligations under the Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, we are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, parents and carers, and visitors.

We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

Overview

Fountain Head House School undertakes **not** to discriminate unlawfully, or treat people less favourably, on the grounds of the Protected Characteristics as defined by the Equality Act 2010 ("the Act") (and any future amendments to the Act), or any other ground that cannot be justified.

Protected Characteristics

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

Fountain Head House School recognises that it is also unlawful to discriminate by association or perception. For example, treating a pupil unfairly based on the Protected Characteristics of their parents or other family members.

This policy recognises the four types of unlawful behaviour as defined in the Act

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

Every possible step will be taken into account in the aim of ensuring individuals are treated fairly and decisions are based on objective criteria.

The areas of Relationships Education (Primary phase) and Relationships and Sex Education – RSE (Secondary phase) guidance (publishing.service.gov.uk) require that all children are taught about equality and respect in the context of the Equality Act 2010 where both gender reassignment and sexual orientation are amongst the protected characteristics.

Learning about LGBT+ identities should be age appropriate and delivered as part of the PSHE curriculum with sequential learning built step by step. Children should be taught skills to identify discriminatory language of all types; to challenge discriminatory language where appropriate; and to ask for help from a trusted adult where necessary (see Appendix 1 – What is gender identity)

These areas of learning are taught through the PSHE Curriculum within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents / carers, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

As part of our Continuous Professional Development programme, FHHS staff receive training on "Supporting Transgender Young People in Special Schools".

Legislation and Guidance

The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 which require schools to publish information annually 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.

This document takes into consideration the GOV.UK updated guidance



This document takes into consideration The Education (Independent Schools Standards) Regulations 2014.

This policy pays due regard to the **UK Supreme Court Judgement (25 April 2025)**, as follows:

The Supreme Court ruled that in the Equality Act 2010 (the Act), 'sex' means biological sex.

This means that, under the Act:

- A 'woman' is a biological woman or girl (a person born female)
- A 'man' is a biological man or boy (a person born male)

The Public Sector Equality Duty (PSED)

Under the Act the schools are required to meet the Public Sector Equality Duty (PSED) and to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The following specific duties apply:

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the PSED
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims.

We recognise that these 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.

Equality Statement

Our Equality Statement is based on the principles above and aims to ensure that:

All pupils and members of staff at our school are provided with opportunities to fulfil their potential whatever their sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, gender identity, disability or religious belief.

Equality Aims

Fountain Head House School, in accordance with the Equality Act 2010, the Public Sector Equality Duty and The Education (Independent Schools Standards) Regulations 2014, aims to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Create a fair and just community that promotes social inclusion, community cohesion and equality that respects diversity and which challenges and acts upon all forms of discrimination and inequality, including bullying of any sort.
- Work actively to celebrate difference and challenge racism, sexism, homophobia and all other forms of prejudice.
- Take positive action to promote racial harmony and to promote positive attitudes towards life in a multicultural, multi-ethnic and multi-faith society, through the PSHE curriculum and special projects throughout the year.
- Continuously ensure that all pupils have equal opportunities to achieve to the best of their ability regardless of their gender, ethnic or racial background, religion, ability or sexuality.
- Actively promote British Values of tolerance, fairness, respect for other faiths, and the rule of law and democracy.

Equality Objectives

Fountain Head House School has set the following objectives with focus on developing a culture equality, diversity and inclusion as we prepare our pupils to be citizens of Modern Britain.

- To ensure diversity is celebrated across the curriculum in all subject areas and in particular through our PSHE Curriculum.
- To encourage staff and pupils to celebrate and embrace cultural diversity increasing their awareness of British Values.
- To encourage increased participation in school life for families through our Engaging with Parents & Carers approach.
- To ensure the school's motto – "Together We Grow And Shine" is at the heart of school life and reflects an inclusive ethos which promotes diversity.
- To promote pupils' understanding of identity, diversity, community and equality through our PSHE curriculum and as part of school life in general.
- To promote effective transition into and from the school.
- To ensure the pupils are prepared for life in modern Britain and their next stage of learning.

We will monitor the impact of our objectives in the following ways:

- Reviewing pupil progress and attainment data with the aim to provide further support where needed
- Individualised Learning Programmes to meet the needs of our pupils
- PSHE learning showing impact of learning about Equality, Diversity and Inclusion
- Data and information published on our website
- Taking advice from relevant parties such as undertaking regular Equality Audits led by Cornwall LA
- Effective practice of all relevant policies

Spiritual, Moral, Social and Cultural Development (SMSC) British Values

SMSC development and British Values underpin our approach to Equality, Diversity and Inclusion.

SMSC development takes place across all curriculum areas and it is an integral part of planning. The PSHE Curriculum encompasses SMSC development and this is also reflected in all other areas of learning.

Teachers will inspire pupils through being positive role models, their enthusiasm for and modelling of learning.

We actively encourage educational and community visits and for pupils to participate in local and wider community life. Visits and community participation support the generalisation and transfer of skills to real life situations.

The Fountain Head House School PSHE Curriculum offers opportunities for pupils to

- talk about personal experiences and feelings
- express and clarify their own ideas and beliefs
- speak about difficult events (e.g. bullying, etc.)
- share thoughts and feelings with other people
- explore relationships with friends/family/others
- consider others' needs and behaviour
- develop self-esteem and a respect for others
- develop a sense of belonging
- develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally (e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.)

Learning across all curriculum areas encourages pupils to

- listen and talk to each other
- learn an awareness of treating all as equals, accepting and valuing diversity
- agree and disagree
- experience good role models
- take turns and share equipment
- work co-operatively and collaboratively

British Values underpin what is to be a citizen in a modern and diverse society valuing our community and celebrating the diversity of the United Kingdom. British Values are an integral part of our approach to SMSC development and threat through our PSHE Curriculum.

At Fountain Head House School, we take all opportunities we can to promote the British values of:

- **Democracy** – a culture built upon freedom and equality, where everyone is aware of rights and responsibilities.
- **Rule of law** – the need for rules to make a happy, safe and secure environment to learn and work.
- **Individual liberty** – protection of each person's rights and the rights of other people.
- **Respect and Tolerance** - understanding that people may have different beliefs and values. Respecting the values, ideas and beliefs of other people and not imposing our own values, ideas and beliefs on others.

Freedom of Expression - United Nations Convention on the Rights of the Child (UNCRC)

Fountain Head House School promotes the UN Convention on the Rights of the Child and this includes freedom of expression.

Pupils have the right to:

- Express their own views, feelings and wishes freely in all matters affecting them and to have their views considered and taken seriously (Article 12)
- Freedom of expression of their thoughts and opinions, and freedom to think and believe what they choose (Articles 13 and 14)

Supporting vulnerabilities and risks associated with radicalization and extremism

Fountain Head House School recognises that pupils with Special Educational Needs and Disabilities can be vulnerable to the risks associated with radicalisation and extremism.

Though there is no commonly used definition of childhood vulnerability, a child can be vulnerable to risks and poor outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment. Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination, they may feel isolated and lonely or wanting to belong.

Through promoting Equality, Diversity and Inclusion as part of the PSHE Curriculum and the whole school culture, we support pupils to develop self-esteem and self-worth which in turn will lessen the possible vulnerabilities they might have had otherwise.

Responsibilities

It is the responsibility of the School Board, the Headteacher and members of the School's Senior Leadership Team to ensure that the school operates within the legal framework for equality and for implementing the policy throughout the school.

It is the responsibility of the Headteacher, members of the School's Senior Leadership Team and the Middle Leader with responsibility for PSHE to ensure that there is a clear focus on pupils' Spiritual, Moral, Social and Cultural (SMSC) development. And, in doing so, that all relevant aspects are covered in the curriculum in a meaningful, creative and appropriate manner to support our pupils' understanding, appreciation and respect for Equality, Diversity and Inclusion.

It is the responsibility of each member of the school community to be alert to and to challenge discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all.

Link to other Policies

- FHHS – Accessibility Plan
- FHHS – Anti-bullying Policy
- FHHS – PSHE – RSE Policy
- FHHS – Curriculum Policy
- FHHS – Safeguarding and Child Protection Policy
- FHHS – Spiritual, Moral, Social and Cultural (SMSC) Policy

Appendix 1 - FHHS – What is gender identity?

What is gender identity?

Gender identity refers to whether someone thinks of themselves as male, female, both male and female or neither. Some people consider their gender identity to be fluid, partially male and partially female, or they may consider themselves to be non-binary (neither male nor female). Other people's gender identity is different to the one they were assigned at birth (usually based on physical sex appearance), or they may have ambiguous or dual sex appearance (intersex).

When the person experiences a discomfort or distress at the mismatch between their gender identity and physical sex it is referred to as gender dysphoria. When a person transitions, for example from male to female, this is known as gender reassignment. People may also say they have "come out as non-binary", for example. A Transgender person is someone whose gender identity is different from the sex they were assigned at birth. Some transgender people will choose to transition socially, and some will also take medical steps to physically transition (with the help of hormone therapy and/or surgery). Cis gender is when someone identifies with the gender they were assigned/registered at birth.

The important thing is to respect the young person's identity as it is now and support any changes that they want to make at their pace.

Trans: is an umbrella term used to describe people who identify as: transgender, transvestite (a person who wears the clothes of the opposite gender, not always a transgender person), intersex, non-binary, gender fluid, third gender etc.

The Law: The Equality Act 2010 also protects people from discrimination and harassment on grounds of sex or gender reassignment. A person is regarded as undergoing gender reassignment as soon as they begin the process. There is no requirement for medical intervention.

Bullying and harassment

Sometimes people deliberately use the incorrect pronoun, first name or gender identifier to bully or belittle a pupil.

A robust and preventative anti-bullying strategy will deal with many of the issues that may arise for pupils and for other teachers, pupils or pupils that visit the school.

Transphobic incidents or crimes must be recorded and dealt with in the same manner as other incidents that are motivated by prejudice or hate e.g. racist, homophobic and disablist incidents. If a child reports bullying that is due to them identifying as transgender, the school must report this to their Local Authority and record internally on Behaviour Watch.

Safeguarding

The fact that a child or young person may be transgender is not in itself an inherent risk factor for harm. However children who are LGBTQ+ can be targeted by other children as already mentioned, but in some cases a child who is perceived by other children to be LGBTQ+ (whether they are or not), can be just as vulnerable.

It is important that children who are LGBTQ+ have a trusted adult with whom they can be open and that settings endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

KCSiE

Sometimes adversities or perceived adversities faced by young people can lead to them feeling

- Isolated
- Alone
- Unable to express their sexual identity
- Feeling different
- Anxious and depressed

Evidence suggests that LGBTQ+ children and young people might be at increased risk of some forms of harm

- Child sexual exploitation
- Online abuse, and as mentioned earlier
- Bullying

Some may experience familial abuse due to parental rejection and place themselves at greater contextual safeguarding risk because of family relationships breaking down.

How schools can support children/young people

- Ensure transgender pupils have a voice within the setting, that they feel safe, respected and valued.
- Consider the signposting for pupils with worries – do they support all person identities? Are they situated in accessible areas?
- Provide staff training to ensure if identified as a trusted adult by a young transgender person they respond confidently and can signpost appropriately (if required).
- Review the PSHE and other supporting curricula regularly to ensure they are relevant to today, your cohorts and pupil/parent survey results.
- The school will run sports activities which are not sex or gender dependent. PE learning is designed for both male and female pupils there are no sex dependent PE activities at the school.
- Changing facilities need to be carefully thought out by schools and to include the views of all children / young people.
- For competitive sports outside of school, school must contact the relevant sporting governing bodies for advice.

THE LGBT ABC

LGBT means lesbian, gay, bisexual and transgender. There are many different terms people use for sexuality and gender and it can get a little confusing.

No matter how you think people identify, do check with them which terms they like to use. Also, language changes all the time but here we try to cover a few of the basics. Are there other ones you know?

A

Agender: Someone who doesn't have a gender.

Allies: Someone who supports the LGBT community.

Asexual or ace: Someone who does not experience sexual attraction.

B

Binary: The idea you're one of two things, e.g. male or female, gay or straight.

Bigender: Someone who identifies with two genders e.g. male and female.

Binding: A method used to press down the breasts for the appearance of a flat chest.

Biphobia: The discrimination and hatred of bisexual individuals.

Bisexual: People who are bisexual are attracted towards more than one gender.

C

Cisgender or cis: When your gender matches the sex you were assigned at birth.

Closet: When someone hasn't revealed their gender or sexual orientation, i.e. 'being in the closet'.

Coming out: The act of an individual revealing to others their gender or sexual orientation.

D

Dyke: Historically a slur directed at lesbians. Some choose to identify this way or reclaim it.

Demisexual: Someone who only feels sexual attraction to someone after a strong emotional bond has been formed.

E

Erotopia: A place where people can safely express their sexuality.

F

Fetters: A method used to restrict movement, often used in BDSM.

G

Gay: A widely accepted term for all same-sex attractions.

Gender: The gender you feel you belong to which may differ from the one you were assigned at birth, based on your genitals.

Gender dysphoria: A medical term for feeling distressed about the fact your gender and assigned sex are different.

Gender neutral: Someone who doesn't identify with any gender.

Genderqueer: When none of the categories on the gender spectrum fit you and you feel you're something else.

Gender fluid: When your identity moves around the gender spectrum.

H

Heterosexual: Someone who is sexually attracted to someone of the opposite gender to themselves.

Homosexual: Someone who is sexually attracted to the same gender as themselves.

Homophobia: The discrimination and hatred of gay and lesbian people.

I

Intersex: People whose biology doesn't easily fit into male or female. This can include genitals, chromosomes or hormones.

L

Lesbian: A female who is sexually attracted to the same gender.

M

MSM: Stands for 'men who have sex with men'.

THE LGBT ABC

N

Non-binary: Someone who doesn't fit into the binary gender (male/female).

R

Romantic attraction: An emotional connection or attachment, separate to sexual attraction.

S

Sex: Sex is often used to talk about the difference between male and female and is commonly defined by reproductive organs.

Sexuality: This refers to your sexual feelings and is often used to mean who you're attracted to.

Straight: See heterosexual.

P

Pansexual: A sexual or emotional attraction, desire or romantic love towards people regardless of gender identity.

Passing: Being perceived as the gender identity you identify with in public.

Pre-op: A self-defining term used by trans individuals who have not had surgery but intend to.

Polygender: 'Poly' means 'more than one' and this describes people who have multiple genders at once.

Polysexual: Someone who is sexually attracted to many genders.

Pronoun: Pronouns are used instead of names, like 'he', 'her' or 'them'. This can be problematic for trans and non-binary people.

Q

Queer: An umbrella term for sexual and gender minorities. Can have negative connotations for some, while others have reclaimed it.

Questioning: Someone who may be questioning their gender or sexuality.

T

Third gender: Neither female or male. Countries like India, Pakistan and Albania have long had three gender categories.

Transgender or trans: An umbrella term for people whose gender identity does not line up with their assigned sex.

Transition: The process a trans person goes through medically, socially or legally in order to live as the gender they belong in.

Transphobia: The discrimination and hatred of trans and transsexual individuals.

U

Transsexual: An old fashioned term for someone who goes through, or wants to go through, gender realignment.

Transvestite: Someone who likes to dress as the opposite sex because it feels good, not because they're unhappy with their gender.

Tucking: A method used to tuck the penis back to create the impression of female genitalia.

V

Variable identities: A person can find themselves assuming various roles to suit the social situation.

FIND OUT MORE... Visit us online at: brook.org.uk

With thanks to Brook's Work It Out group in Blackburn who helped update this resource.

Appendix 2 - FHHS – The Equality Act 2010 in the Curriculum

The Equality Act 2010 and Schools



Curriculum (page 14)

2.8 The content of the school curriculum has never been caught by discrimination law, and this Act now states explicitly that it is excluded. However the way in which a school provides education – the delivery of the curriculum – is explicitly included.

2.9 Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice

Principles to be actively promoted – British Values (Equality Act 2010):

- i. enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- ii. enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- iii. encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- iv. enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- v. further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- vi. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
- vii. encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

The Equality Act 2010 in the Curriculum at Fountain Head House School - Intent

FHHS will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision-making.

FHHS is committed to equality in its delivery of education, whether or not the service is directly provided by us or contracted to a third party provider. Senior leaders will monitor this education provision to ensure that pupils acquire the skills which enable them to be proactive in their behaviour and learning and to become responsible citizens.

We aim to provide high quality education provision, making sure provision is easily accessible. We will improve what we do by continuing to consult with staff, pupils, parents, Governors, local communities and other partners about equality issues. We will promote our equal opportunities in our contact with parents, staff, governors and external organisations.

We will make every effort in creating equality of opportunity in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to an education and suitable learning and working environments.

All those who deliver our education provision and all those involved with the school will recognise diversity and demonstrate a proactive approach to this in their day-to-day work. They will ensure that everyone is treated fairly, recognising special educational and physical needs and understanding differences. Behaviour will reach our high standards of conduct (staff and pupils) and the learning environment we provide will be safe and accessible for those studying and working.

FHHS will adhere to statutory legislation and give consideration to other relevant guidance, which aims to make sure that everyone is treated equitably. We will work with other people and organisations to encourage fair treatment of all. We will collect information, which will help us plan and develop services to meet the special needs of all members of the community.

FHHS will not tolerate any form of discriminatory behaviour against members of the school or local community.

Equality and Diversity Aims & Objectives at Fountain Head House School

Our aims

- to create a fair and just community that promotes social inclusion, community cohesion and equality that respects diversity and which challenges and acts upon all forms of discrimination and inequality, including bullying of any sort.
- To work actively to celebrate difference and challenge racism, sexism, homophobia and all other forms of prejudice.
- To take positive action to promote racial harmony and to promote positive attitudes towards life in a multicultural, multi-ethnic and multi-faith society, through the PSHE curriculum and special projects throughout the year.
- To continuously ensure that all pupils have equal opportunities to achieve to the best of their ability regardless of their gender, ethnic or racial background, religion, ability or sexuality.
- To actively promote British Values of tolerance, fairness, respect for other faiths, and the rule of law and democracy.

Our objectives

- To ensure diversity is celebrated across the curriculum in all subject areas and in particular through our PSHE Curriculum.
- To encourage staff and pupils to celebrate and embrace cultural diversity increasing their awareness of British Values.
- To encourage increased participation in school life for families through our Engaging with Parents & Carers approach.
- To ensure the school's motto – "Together We Grow And Shine" is at the heart of school life and reflects an inclusive ethos which promotes diversity.
- To promote pupils' understanding of identity, diversity, community and equality through our PSHE curriculum and as part of school life in general.
- To promote effective transition into and from the school.
- To ensure the pupils are prepared for life in modern Britain and their next stage of learning.



Simul autem et crescere luceat
Together we grow and shine

Equality Act 2010 Public Sector Duties

Fountain Head House School

2024 – 2025

This document will be updated within four years

FHHS – Equality Statement

Introduction

Fountain Head House School is committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our school embraces the aim of working together with others to improve children's educational and well-being outcomes.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

The Act requires all schools to comply with the **Public Sector Equality Duty** and two **specific duties**.

Public Sector Equality Duty

The Public Sector Equality Duty requires us as a school to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Specific Duties

The Two "specific duties" requires us as a school to:

- Publish information to show compliance with the Equality Duty
- Publish Equality Objectives at least every 4 years which are specific and measurable

We recognise that these 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.

FHHS - Equality Statement

Our Equality Statement is based on the principles above and aims to ensure that:

All pupils and members of staff at our school are provided with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Our aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Create a fair and just community that promotes social inclusion, community cohesion and equality that respects diversity and which challenges and acts upon all forms of discrimination and inequality, including bullying of any sort.
- Work actively to celebrate difference and challenge racism, sexism, homophobia and all other forms of prejudice.
- Take positive action to promote racial harmony and to promote positive attitudes towards life in a multicultural, multi-ethnic and multi-faith society, through the PSHE curriculum and special projects throughout the year.
- Continuously ensure that all pupils have equal opportunities to achieve to the best of their ability regardless of their gender, ethnic or racial background, religion, ability or sexuality.
- Actively promote British Values of tolerance, fairness, respect for other faiths, and the rule of law and democracy.

FHHS – Equality and Diversity Objectives

Our objectives

- To ensure diversity is celebrated across the curriculum in all subject areas and in particular through our PSHE Curriculum.
- To encourage staff and pupils to celebrate and embrace cultural diversity increasing their awareness of British Values.
- To promote Spiritual, Moral, Social and Cultural Development.
- To encourage increased participation in school life for families through our Engaging with Parents & Carers approach.
- To ensure the school's motto – “Together We Grow And Shine” is at the heart of school life and reflects an inclusive ethos which promotes diversity.
- To promote pupils' understanding of identity, diversity, community and equality through our PSHE curriculum and as part of school life in general.
- To promote effective transition into and from the school.
- To ensure the pupils are prepared for life in modern Britain and their next stage of learning.

FHHS Equality Act 2010 link Policies

- FHHS – Accessibility Plan
- FHHS – Equality, Diversity and Inclusion Policy
- FHHS – Anti-bullying Policy
- FHHS – PSHE – RSE Policy
- FHHS – Curriculum Policy
- FHHS – Safeguarding and Child Protection Policy
- FHHS – Spiritual, Moral, Social and Cultural Policy

Legislation and Guidance

- 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
- Department for Education (DfE) guidance: The Equality Act 2010 and schools.