

St Patrick's Catholic Primary School



## **Equality Act 2010**

# **Equality Duty Information Report**

**[December 2025]**

For further information or if you need this document in large print, audio, Braille, alternative format or a different language please contact Clare Lindfield on 023 8044 8502

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## Introduction

1. The Equality Act 2010 requires schools to publish information by 6th April each year to demonstrate compliance with the aims of the Public Sector Equality Duty:
  - Information about how the school is promoting equality and eliminating unlawful discrimination for pupils, staff and governors with protected characteristics (or other relevant people with protected characteristics in the school community);
  - Information relating to employees with protected characteristics (*but only if the school employs 150 staff or more*<sup>1</sup>).
2. The information published in this document is our response to this.

## The Public Sector Equality Duty

3. The Public Sector Equality Duty is set out in Section 149 of Equality Act 2010. The 'Duty', as it is known, requires schools to pay due regard to the following, when exercising their public functions:
  - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act<sup>i</sup>
  - Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it<sup>ii</sup>
  - Foster good relations between people who share a relevant protected characteristic and people who do not share it<sup>iii</sup>.
4. The full Act is available [here](#).

## What we did during the last year

**As a school, we take full account of equality and accessibility in our day-to-day policy, decision-making and practice. Where necessary, we put actions in place to address any barriers faced by pupils, parents or governors with protected characteristics.**

5. For example, this includes:
  - Seeking to involve all parents/carers in supporting their children's education
  - Promoting attitudes and values that will challenge discriminatory behaviour or prejudice (PATRICK attitudes)
  - Considering the achievement of all pupils by characteristics when planning for future learning and setting challenging targets
  - Being proactive against discrimination with initiatives such as anti-bullying

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<sup>1</sup> Listed bodies with fewer than 150 employees are not required to publish information relating to their employees (but they can choose to do so if they wish). They will still need to ensure, however, that they collect and use enough workforce information to effectively meet the general equality duty.

## Looking ahead – what next

6. Over the course of the year ahead, we will deliver our equality objectives. You can find these on our website.
7. We will report annually on our progress on meeting these objectives.

## Further information

8. For further information please contact Clare Lindfield, Business Manager:

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### **<sup>i</sup> Prohibited conduct:**

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

Indirect discrimination occurs when a condition, rule, policy or practice in your school that applies to everyone disadvantages people who share a protected characteristic.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

ii The Act specifies that having due regard to the need to advance equality of opportunity might mean:

- Removing or minimizing disadvantages suffered by people who share a relevant protected characteristic that are connected to that characteristic;
- Taking steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of others;
- Encouraging people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

iii Having due regard to the need to foster good relations between people and communities involves having due regard, in particular, to the need to (a) tackle prejudice, and (b) promote understanding.