



Villa Real School
together we achieve

Single Equality Policy

2026

Responsibility: Alex Morris

Review Date: September 2026

Signed and Adopted by the Governing Body:

Chair of Governors

Dated: 29.09.26

Date to be reviewed: September 2027

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

Villa Real School
Equality Information
June 2026

The Public Sector Equality Duty (PSED) requires schools to consider how their policies, practices and decisions affect people who share protected characteristics. At Villa Real School, we are committed to ensuring equality, inclusion and respect are embedded across all aspects of school life. As a special school supporting pupils with a wide range of complex needs, equality is integral to our ethos, curriculum and provision.

1. Eliminate unlawful discrimination, harassment and victimisation

We actively identify and remove barriers that may disadvantage pupils, staff or families due to their protected characteristics. This includes:

- Delivering a highly personalised curriculum tailored to individual needs and EHCP outcomes
- Ensuring accessibility of the physical environment, resources and communication systems
- Recording, monitoring and responding to any prejudice-related incidents
- Embedding safeguarding practices that recognise the increased vulnerability of pupils with SEND

Through these approaches, we ensure that all members of the school community feel safe, respected and valued.

2. Advance equality of opportunity

We are committed to ensuring that all pupils, regardless of their background or needs, have equal access to learning and opportunities that support their development and preparation for adulthood.

We achieve this by:

- Providing differentiated provision across all curriculum pathways (PMLD, semi-formal and formal)
- Removing barriers to learning through targeted interventions and specialist support
- Monitoring pupil progress, engagement and wellbeing across different groups
- Adapting teaching approaches to ensure all pupils can access and benefit from learning

As a SEND school, advancing equality of opportunity is central to our practice, ensuring each pupil can achieve their full potential.

3. Foster good relations between different groups

We promote positive relationships, mutual respect and an understanding of difference within our school community and beyond. This is achieved through:

- A carefully designed PSHCE and RSHE curriculum that promotes respectful relationships, understanding of difference, and personal safety

- Opportunities within the curriculum and wider school life to celebrate diversity
- Structured activities that encourage cooperation, communication and shared experiences
- Engagement with the wider community to promote inclusion and belonging

These approaches support pupils in developing the skills and attitudes needed to engage positively with others in school and in the wider world.

Equalities Objectives and Action Plan 2026-2029 (year 1)

KEY AREA FOR ACTION	PROTECTED GROUP	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA	OUTCOME	ACHIEVED
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
Strengthen engagement with families and community groups.	Race Religion and Belief	D Dimmick	2026-2029	Parent workshops, translated materials and annual feedback gathered.	Improved parental confidence and engagement.	Ongoing
Develop systems to ensure all pupils, including those with PMLD and communication needs, can express views about equality, belonging and safety.	Disability	N. Fitzpatrick J. Bowe	2026-2029	Evidence included in reports and policy reviews. Pupil views influence curriculum and environment.	Pupils feel heard and valued. School decisions reflect authentic pupil experience.	Ongoing
Strengthen PSHCE provision to explicitly teach respect, relationships, and understanding of difference through a safeguarding-led approach, ensuring content	Race; Religion and Belief; Sex; Sexual Orientation; Disability	A. Morris / PSHCE Lead	2026-2029	Curriculum clearly maps coverage of relationships, respect, and diversity across all pathways. Pupil voice and observations demonstrate	Pupils develop the knowledge and skills to form safe, respectful relationships and to recognise and respond	Ongoing

is fully adapted for pupils with SEND.				understanding at an appropriate developmental level	to difference in a positive way	
To work with architects and building companies to ensure the most accessible new building. Including accessibility for wheelchair users and sensory impairments.	Disability	J. Bowe A. Morris	Ongoing	Improved accessibility	To improve the life experience of our disabled children and young people. Reduced barriers to participation.	Ongoing
Embed teaching of respectful relationships, equality, and safety through a safeguarding-led approach.	Sex, Sexual Orientation, Disability and Race	J Bowe N Fitzpatrick	Ongoing	improved behaviour and attitudes	KCSIE 2025, RSHE 2026 updates embedded and learning framed as safeguarding, not ideology.	Ongoing
Ensure all staff have the knowledge and confidence to deliver equality-related learning consistently and sensitively.	All groups	A. Morris	Ongoing	CPDL calendar reacting to cultural and political climate	Pupils receive consistent messages across school and further staff confidence.	Ongoing