

Public Sector Equality Duty

At **Pears Family School** we are committed to ensuring equality of opportunity for all pupils, staff and families. We actively promote an inclusive environment where every individual is respected, supported and enabled to achieve their full potential.

Our approach reflects our school values of **Trust, Warmth, Curiosity, Challenge, Reliability** and our commitment to ensuring every child can **Recovery, Rebuild** and **Reintegrate** *together*.

This document demonstrates how the school complies with the **Public Sector Equality Duty (PSED)** by:

- eliminating discrimination, harassment and victimisation
- advancing equality of opportunity
- fostering good relations between different groups

This information is reviewed and published annually in accordance with statutory requirements. It was last reviewed in October 2026.

School Context

Pears Family School serves a diverse community. Leaders analyse pupil characteristics carefully to ensure that potential barriers to learning are identified and addressed.

Pupil characteristics July 2026

Total pupils on roll: 31

Gender

- Male: 26
- Female: 5

Ethnicity

- White British: 29%
- Other White backgrounds: 35.5%
- Minority ethnic groups: 35.5%

Pupils from minority ethnic backgrounds include Asian, Black, Mixed heritage and other ethnic groups.

Religion

Pupils identify with a range of religious and non-religious backgrounds including:

- Christian traditions (including Roman Catholic and Church of England)
- Muslim
- Hindu
- Other faiths
- No religion

School leaders recognise that many pupils may have limited exposure to a wide range of cultures and lived experiences. The curriculum therefore actively promotes understanding of diversity and life in modern Britain.

Eliminating discrimination

Pears promotes a culture of dignity and respect in which discrimination, harassment and victimisation are not tolerated.

Key actions

- clear behaviour expectations based on respect and inclusion
- robust safeguarding procedures
- zero tolerance approach to discriminatory language
- consistent recording and monitoring of prejudice-related incidents
- staff training in safeguarding, behaviour and inclusion
- reasonable adjustments made for pupils with SEND and medical needs
- policies reviewed to ensure compliance with equality legislation
- monitoring of exclusions, behaviour and bullying by pupil group

Leaders ensure that any incidents of discriminatory language or behaviour are addressed promptly and used as opportunities for education and reflection.

Advancing equality of opportunity

The school carefully analyses attainment, progress, attendance and participation data to identify where additional support may be required.

Removing barriers to learning

Pears prioritises:

- disadvantaged pupils
- pupils with SEND
- pupils with English as an additional language
- pupils known to children's social care
- pupils experiencing social or emotional barriers to learning

Support includes:

- adaptive teaching approaches
- targeted interventions
- pastoral and wellbeing support
- external agency involvement where appropriate
- inclusive curriculum design
- careful transition arrangements

Leaders ensure that high expectations apply to all pupils and that support is responsive to individual need.

Participation and enrichment

All pupils are encouraged to participate in wider opportunities including:

- educational visits
- extra-curricular activities
- pupil leadership opportunities
- enrichment experiences linked to the curriculum

Participation is monitored to ensure equality of access.

Fostering good relations

The school actively promotes positive relationships and mutual respect.

Curriculum provision

Pupils develop understanding of diversity through:

- PSHE and Relationships Education
- Religious Education
- carefully selected curriculum texts

- opportunities to learn about different cultures, beliefs and backgrounds
- promotion of British values
- SMSC development

Pupils are supported to understand:

- respect
- tolerance
- equality
- empathy
- fairness

Pupil voice and parent learning activities indicate that pupils feel safe and valued within the school community.

Equality objectives (2025–2029)

Pears Family School has established the following equality objectives:

Objective 1

Ensure the curriculum actively promotes understanding, respect and appreciation of diverse cultures, religions and identities.

Objective 2

Reduce prejudice-related language and behaviour.

Objective 3

Ensure recruitment processes attract and consider a diverse pool of applicants.

Progress towards these objectives is reviewed annually by school leaders and governors.

Monitoring impact

Leaders and governors monitor equality through analysis of:

- attainment and progress data
- attendance data
- behaviour records
- prejudice-related incidents

- participation in wider opportunities
- pupil voice
- parent voice
- staff voice
- safeguarding information
- recruitment data

Findings inform school improvement priorities and ensure that provision continues to meet the needs of all pupils.

Accessibility

The school maintains an Accessibility Plan which sets out how the school will:

- improve access to the curriculum
- improve the physical environment
- improve access to information

Reasonable adjustments are made to ensure that pupils with disabilities are able to access learning and wider opportunities.

Review arrangements

Equality information is reviewed annually.

Equality objectives are reviewed at least every four years.

This information should be read alongside:

- SEND Policy
- Behaviour Policy
- Safeguarding Policy
- Accessibility Plan
- Curriculum policies

Equality Statement

At PFS we are a “family” and as such we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those

connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At PFS, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Equality in Teaching and learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all families in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community