Greens Norton CE Primary School

EQUALITIES INFORMATION
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The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and settings:
1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.

2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people

3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Guiding Principles
In fulfilling our legal duties listed above, we are guided by three essential principles:
- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

Greens Norton CE Primary School has considered how well we currently achieve these aims with regard to the eight protected equality groups: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation.
In compiling this equality information, we have:
- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

Safeguarding Children
Greens Norton CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Enhanced DBS clearance is essential for all posts at our school. All safeguarding procedures and information can be found in Greens Norton CE School's Safeguarding Policy. The ethos of the entire school community including all staff, governors, parents and carers is to support all children regardless of their differences and to ensure that they are happy and safe.

Protected characteristics	Equality Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	• Comparative attainment data. • Racist incident reporting – we have no incidents of racial abuse.	• Same opportunities offered to all children including extended schools' activities. • Provide support for any children for whom English is a second language. • Provide interventions where necessary.	• Diverse curriculum and planning. • Continual requirement to adhere to the school Values and British Values. • Collective Worship/Assemblies led by different groups.
Disability	• Achievement data. • Adaptions and changes to ensure inclusion. • External agencies involvement e.g. Target Autism, Thrive OT, Specialist Support Service, Educational Psychologist, School Nursing Team	• Accessibility plan. • Provision map used to ensure those with SEN are provided with the right support. • Training for staff regarding e.g. Autism, Attachment, Sensory difficulties	• Offering help to parents; signposting to relevant groups for help and support. • Working with Early Help Support Teams. • Collective Worship/Assemblies focused on Equality and Fairness
Sex	• Bullying / Behaviour log. • Tracking data. • Curriculum provides our pupils with the information they need to make judgments and understand major issues.	• Adaptation of curriculum to engage all protected groups. • Participation in mixed team sports events	• Encouraging good role models in school for specific activities.
Gender Reassignment	• No experience of this area but would provide support and seek guidance as necessary.		
Pregnancy and Maternity	• No experience of pupil pregnancy but curriculum provides knowledge and information in this area; would seek support and guidance from the school nursing team. • Appropriate HR policies in place including Flexible working.	• Reasonable adjustments made as appropriate. • Support during maternity/paternity leave and phased/supported return.	• Meet regularly with staff members affected to discuss any necessary adjustments • Keeping in touch days arranged.
Age	• Mixed age profile of staff – knowledge and skills each individual brings to the workplace is welcomed. • Children taught in age specific groups whilst being mindful of individual learning needs.	• Recruitment procedures.	• Pre-school children from local nurseries come into school for performances and join the school for Harvest service at the Church • Visits organised to local nursing home for the elderly

Religion and Belief	• Church of England School (previously VC). • Curriculum teaches children about all main religions. • Curriculum celebrates cultural diversity and art, music, RE, literacy and PSHE schemes of work provide a wealth of opportunities to educate and develop knowledge and understanding of British values and our diverse world.	• All staff trained in the PREVENT duty. • DSL and E-Safety Lead have accessed further Prevent training. • Collective Worship/Assemblies are led by representatives from other cultures and religions. • Other visitors from different religions.	• School's Values (incorporating British Values), school ethos and school motto (We Care about Learning; We care for each other) are applied to all members of our school community.
Sexual Orientation	• Incident log for bullying regarding sexual orientation in place.	• Curriculum for PSHE includes teaching about different types of sexuality.	• Welcome people of all sexual orientations in school.
Marriage and Civil Partnerships	• Incident log for bullying regarding sexual orientation in place. • Persons treated fairly and without discrimination regardless of their relationship status.	• Policies in place for e.g. recruitment and selection together with career and pay opportunities. • Curriculum for PSHE includes teaching about different types of relationships.	• Welcome all people into school regardless of relationship status.

Protected characteristics	Engagement Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	**How have we engaged with the protected groups in order to advance equality of opportunity?**	**How do we engage with protected groups in order to foster good relations?**
Race	• Creating a culture where all can talk openly and report racist incidents without fear of repercussions.	• Support for children with EAL. • Working with parents to ensure appropriate support is provided.	• Resources to engage and encourage people to explore other cultures. • Arranging collective worship after discussion with representatives of different races and cultures.
Disability	• All groups of children including vulnerable groups make good progress. • Good access on site. • Parking for disabled parent arranged in car park. • Adapted toilets in school.	• Use of Additional Needs personnel e.g. Autism, OT and close working with specialist teams e.g. speech and language therapist and behavioural therapists. • Accessibility plan. • Parking arrangements as required.	• Close liaison with parents of children with disabilities. • Close liaison with medical professionals. • Signposting of various groups which offer support for children and families.

Sex	• Equal opportunities are promoted amongst children and staff members of both sexes regardless of gender.	• AIP – targets specific gender differences if evident in progress.	• Curriculum planning. • Engagement with parents.
Gender Reassignment	• No experience of this area but would provide support and seek guidance as necessary.		
Pregnancy and Maternity	• No experience of this area in relation to children but would provide support and seek guidance as necessary. • Provision and policies in place for supporting staff members.	• Support during pregnancy and during maternity. • Support on returning to school with flexibility in working hours.	• Ongoing dialogue with staff members concerned.
Age	• Staff of a wide range in school. • Volunteers in school range in age. • Governing body range in age	• Engagement with staff on 1:1 basis and in staff meetings. • Engagement with governors in governor visits and meetings.	• All age groups from the local community are encouraged to participate in school events.
Religion and Belief	• Explain in RE what being a member of the various religions entails. • Inviting people of different religions and beliefs (or none) into school for workshops and collective worship.	• Religious leaders have led whole school collective worship/assemblies and have worked with specific groups of children within school.	• Visits to different places of worship. • Visitors in school.
Sexual Orientation	• PSHE curriculum includes exploring sexual orientation.	• Policies and Recruitment processes are in place and applied.	• Curriculum for PSHE includes teaching about different relationships.

Greens Norton CE Primary
Equalities Objectives and Action Plan
Date of Publication: May 2019

Objective	Which protected group(s) will this most affect/influence	Actions	Who	Date	Success Criteria	Annual Red/Amber/ Green rating
To ensure that all races are promoted positively and with greater regularity in school.	• Vast majority of pupils within school are of White British origin. • Parents, carers, friends, neighbours of the school. • All races in the wider community.	• Introduce more visitors from a variety of religions to school. • Create a link with a multi-cultural school. • Create a link with a Christian school in another country	HT All staff Governors	Sept 2019 onwards	Everyone involved or who comes into contact with the school states that they do not feel discriminated against in any way.	
To work towards diminishing any difference in outcomes and progress.	• All pupils in maths and English.	• Pupil progress meetings to discuss children to target for accelerated progress. • Subject leaders to lead training.	Subject leaders All staff	Ongoing.	Small cohort numbers make group analysis less meaningful. We currently track pupil level data and this shows good outcomes for all pupils	
To continue to raise the profile of reporting any kind of bullying	• All protected groups	• Termly focused teaching on bullying • Anti-bullying workshops from external provider • Engage with the All Together Anti-bullying programme • Regular discussions with school council on promoting the importance of reporting bullying	HT All staff School Council Ambassadors	Ongoing.	Pupil questionnaire /interviews indicate children are safe and secure and able to explain how to combat bullying.	