



**Eastburn**  
Junior and Infant School

# **Public Sector Equality Duty**

**September 2016**

**Eastburn Junior and Infant School fully recognises its responsibilities for child protection and safeguarding. We recognise that all adults working with, or on behalf of children have a responsibility to protect them. Our school procedures for safeguarding children will be in line with the Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (February 2005).**

**The Public Sector Equality Duty (2011) has three main aims:**

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

This policy outlines the commitment of Eastburn Junior and Infant School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups in school:

- Pupils;
- Staff;
- Parents/Carers;
- Governors and
- Visitors to school.

We believe that equality at Eastburn should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. We want to provide an environment which is free from unlawful discrimination, harassment or victimisation of any kind. We want to educate our pupils in an environment which recognises, celebrates and draws upon the diversity of Bradford and offers equal respect, appropriate support and fair rewards for all our pupils.

At Eastburn Junior and Infant School, equality is a key principle for treating all people the same. The Equality Act (2010) defines eight 'Protected Characteristics':

- Age;
- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion and belief;
- Gender and
- Sexual orientation.

**The Act defines four kinds of unlawful behaviour:**

- **Direct discrimination** occurs when one person treats another person less favourably (because of a protected characteristic) than they would treat other people.
- **Indirect discrimination** occurs when a provision, practice or criterion is applied generally but has the effect of putting people with a protective characteristic at a disadvantage when compared to people without that characteristic.
- **Harassment** is 'unwanted conduct' related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment for a person.
- **Victimisation** occurs when a person is treated less favourably than they otherwise would have been because of something they have done ('a protected act') e.g. a person making an allegation of discrimination.

## **Promoting Equality**

### **Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias and challenge discrimination, leading to justice and equality;
- Ensure that the PSHCE curriculum covers issues of equalities, diversity, religion, human rights and inclusion;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and settling challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

## **Outcomes**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good outcomes from all pupils;
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a high priority on the provision for special educational needs and disability. We aim to meet all learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy and Disability Equality Scheme);
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

## **Curriculum**

We aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered;
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

## **Ethos**

We are proud of our ethos at Eastburn Junior and Infant School. It is an ethos based on mutual respect and ensures that everyone feels welcome to the school. All children greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

## **Resources and Materials**

When ordering new resources and materials we consider how they show equality. The provision of good quality resources and materials within our school is a high priority. These resources should:

- Reflect 'the reality of an ethnically, culturally and sexual diverse society';
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

## **Language**

We recognise that it is important that at our school that all members of the school community use appropriate common language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified in this policy;

- Creates the conditions for all people to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals.

### **Extra-Curricular Provision**

It is the policy of our school to provide equal access to all activities from an early age e.g. girls football, and mixed teams wherever possible. We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We ensure that all such non staff members who have contract with children adhere to these guidelines and are DBS checked.

### **Provision for Bilingual Pupils**

We undertake at our school to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;
- Pupils who are new to the United Kingdom.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

### **Staff Recruitment and Professional Development**

All posts are advertised formally and open to the widest pool of applicants. All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment process. Access to opportunities for professional development is monitored on equality grounds. Equalities policies and practices are covered in all staff inductions. All supply staff are made aware of equalities policies and practices. Employment procedures are reviewed regularly to check conformity with legislation and impact.

### **Harassment and Bullying**

It is the duty of this school to challenge all types of discriminatory behaviour e.g:

- Unwanted attentions (verbal or physical);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The school has a clear, agreed procedure for dealing with incidents such as these.

### **Partnerships with Parents/Carers and the Wider Community**

We aim to work in partnership with parents to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the school;
- Setting up as part of the schools commitment to equality and diversity, a group made up of members of the school community (parent ambassadors)
- Encouraging members of the local community to regularly join in school activities e.g. school fair, black history month celebrations, Eid celebrations, harvest festival etc;
- Exploring the possibility of the school having a role to play in supporting new and settled communities.

### **Equality Objectives**

The Public Sector Equality Duty requires all schools to publish specific equality objectives. These can be found on the school website at **INSERT WEBSITE ADDRESS**. These objectives are reviewed regularly and updated in compliance with the duty (at least every four years).

### **School Demographics**

Eastburn Junior and Infant School welcomes pupils and staff from a wide range of backgrounds. We believe that their different cultures, talents and life experiences bring richness and vibrancy to school life and help to create an environment that supports us all in learning from each other. Information on the current school demographic can also be found on the school website.