

Peterborough Diocese Education Trust

Barby Church of England Primary School



Single Equality Policy & Plan

Committee Approved:

Date:

Reviewed:

Reviewed:

Barby CE Primary School **Single Equality Policy & Plan**

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.

Barby CE Primary School is committed to ensuring that we do not discriminate against anyone, particularly on grounds of any of the eight protected equality characteristics (race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation.)

The School recognises that it has a particular duty towards all vulnerable groups and, as we strive to create a harmonious, inclusive ethos, we need to analyse what we do and what more we can do. Ofsted (Nov 2011) found that the school was outstanding in all areas of care.

Stage One of our analysis is to review the Equality evidence that we already hold with regard to all eight protected characteristics.

- a) **Race** – racist incident reporting is in place; assemblies promote equality for all people irrespective of racial origin.
- b) **Disability** – our tracking data shows that children with SEN achieve well; reports from children and their parents is overwhelmingly positive (survey Nov 2011). Ofsted (Nov 2011) found that our partnerships were outstanding, including those with professionals who support SEN children.
- c) **Sex** – we track children by gender to ensure that both boys and girls are achieving; our creative thematic curriculum is planned carefully to appeal to both boys and girls; books in the reading scheme boxes and the library are chosen to ensure that they appeal to both boys and girls.
- d) **Gender reassignment** - not available at present.
- e) **Pregnancy and maternity** - staff members are supported well by the school and are accommodated on their return e.g in terms of flexible hours.
- f) **Age** – staff members are not discriminated against on grounds of age, this has been in place for many years; children are grouped by ability in mathematics and literacy not by age.
- g) **Religion and Belief** – the ethos of the school is fully inclusive; the curriculum teaches about and celebrates all the major faith groups; assemblies celebrate major festivals and significant days in all major faith groups.
- h) **Sexual orientation** – specific information about this group is not currently available, but we engage positively with all parents and visitors.

Stage Two of our analysis is to look at how we engage with the 8 protected groups. Ofsted (Nov 2011) found that engagement with all our stakeholders and partners was outstanding.

- a) **Race** – parent and pupil surveys are carried out regularly and are positive; regular opportunities are offered and taken up by all the ethnic groups represented at the school.
- b) **Disability** – regular SEN meetings with parents are held; progress is monitored termly.
- c) **Sex** – all school communications are sent to both parents where one parent is absent; boys and girls are equally included in pupil surveys.
- d) **Gender reassignment** – not available at present.
- e) **Pregnancy and maternity** – there is a good evidence to show that we positively engage with and support staff members and parents as appropriate.
- f) **Age** – relationships are excellent throughout the school, with pre-school and feeder secondaries; staff members are a close supportive team; excellent relationships between the youngest and oldest children are evident in the playground, in the buddying scheme and generally in their caring attitude.
- g) **Religion and Belief** – the curriculum and the assembly plans show that we value the religions and beliefs of the world.
- h) **Sexual orientation** – specific information about this group is not currently available, but we engage positively with all parents and visitors.

Stage Three of our analysis is to summarise how effective the school is in relation to the aims of the protected groups.

Protected Characteristics	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	Outstanding	Very Good	Outstanding
Disability	Good	Good	Very Good
Sex	Very Good	Very Good	Very Good
Gender Reassignment	NA	NA	NA
Pregnancy and Maternity	Good	Good	Good
Age	Good	Good	Good
Religion and Belief	Outstanding	Very Good	Very Good
Sexual Orientation	NA	NA	NA

