



## THE PUBLIC SECTOR EQUALITY DUTY

The information contained in this duty reflects the practices at Irthlingborough Nursery and Infant school. It will be reviewed annually.

Last review: November 2016

The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies:

**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.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race, disability, sex, gender reassignment, age (applicable as an employer only, not to pupils), 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

### SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us that:

Our school documentation (e.g. prospectus and policies) reflects that we are committed to ensuring that individuals are treated equally regardless of their race.

Our curriculum map for PSHE shows that we provide opportunities for our pupils to learn to respect men and women alike.

We are able to separate tracking data by ethnicity, identify concerns address them.

We maintain an incident file, including detail of bullying and racist incidents and how these have been responded to.

We apply employment policies that have been negotiated with appropriate representative bodies which ensure that our procedures are lawful and effective.

In relation to DISABILITY, the evidence we hold tells us that:

Our school documentation (e.g. prospectus and policies) reflects that we are committed to ensuring that disabled individuals are treated equally.

We conduct a regular Access Audit and take steps to ensure that our buildings are accessible to all.

We apply employment policies that have been negotiated with appropriate representative bodies which ensure that our procedures are lawful and effective.

Our curriculum map for PSHE shows that we provide opportunities for our pupils to learn to respect differences.

Our individual pupil records and assessment data show that our Special Educational Needs and Disabled (SEND) pupils progress well in relation to their peers.

In relation to SEX, the evidence we hold tells us that:

Our school documentation (e.g. prospectus and policies) reflects that we are committed to ensuring that individuals are treated equally regardless of their sex.

Our curriculum map for PSHE shows that we provide opportunities for our pupils to learn to respect men and women alike.

We are able to separate tracking data by gender, identify concerns address them e.g. by amending our English curriculum to include more topics to engage boys.

We ensure that where ever possible, all curricular and extra-curricular activities are open to both genders.

We apply employment policies that have been negotiated with appropriate representative bodies which ensure that our procedures are lawful and effective.

We employ staff of both genders.

In relation to GENDER REASSIGNMENT the evidence we hold tells us:

Although we have not had reason to use it yet, we have a Gender Reassignment Policy in place that has been negotiated with appropriate bodies.

In relation to AGE, the evidence we hold tells us:

We apply employment policies that have been negotiated with appropriate representative bodies which ensure that our procedures are lawful and effective.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

Our Maternity Policy has been negotiated with appropriate representative bodies; it is carefully followed and ensures that our procedures are lawful. We have risk assessed the work environment for all expectant mothers and have made adjustments where necessary. We remain in contact with staff of maternity leave. To support staff back into work, we offer them 'keeping in Touch Days'

In relation to RELIGION AND BELIEFS, the evidence we hold tells us:

Our school documentation (e.g. prospectus and policies) reflects that individuals are treated equally regardless of their religious beliefs.

Our curriculum maps for R.E and PSHE show that we provide opportunities for our pupils to learn about a wide variety of cultures, traditions and world religions and that we teach them to respect differences

Our assembly plans show that we encourage pupils to respect the beliefs of others.

We apply employment policies that have been negotiated with appropriate representative bodies which ensure that our procedures are lawful and effective.

In relation to SEXUAL ORIENTATION, the evidence we hold tells us:

Our school documentation (e.g. prospectus and policies) reflects that individuals are treated equally regardless of their sexual orientation.

Our curriculum map for PSHE shows that we provide opportunities for our pupils to learn to respect differences.

We apply employment policies that have been negotiated with appropriate representative bodies which ensure that our procedures are lawful and effective.

### **SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS**

In relation to RACE, the evidence we hold tells us:

That our pupil and parent ethnicity, and English as an Additional Language (EAL) school community is very well integrated.

In relation to DISABILITY, the evidence we hold tells us:

We have made our site accessible by completing the actions suggested on our Access Audits.

In relation to SEX, the evidence we hold tells us:

We treat both sexes equally whilst supporting their choices.

In relation to GENDER REASSIGNMENT the evidence we hold tells us:

Individuals would need to declare themselves and we would work together to deal with any issues that arise.

In relation to AGE, the evidence we hold tells us:

We have a wide age range on the school staff and volunteers and governors of all ages helping us.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

Staff feel well cared for and supported by the school.

In relation to RELIGION AND BELIEFS, the evidence we hold tells us:

That we help children learn about a wide variety of religions and beliefs.

In relation to SEXUAL ORIENTATION, the evidence we hold tells us:

That we help members of our school community with any issues, when necessary.

**SUMMARY OF OUR EQUALITY ANALYSIS** (i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

In relation to RACE, the evidence we hold tells us:

We need to continue to ensure we are pro-active in ensuring that children learn to appreciate that there are a wide variety of races in the world particularly as our school has a high proportion of white British pupils, parents and staff.

In relation to DISABILITY, the evidence we hold tells us:

We have used our Access Audits to improve our accessibility.

Our support for pupils with SEND is very good, particularly in relation to specific high needs children.

In relation to SEX, the evidence we hold tells us:

We need to continue to monitor gender differences in achievement and attainment and address any discrepancies.

In relation to GENDER REASSIGNMENT the evidence we hold tells us:

General strategies of support would apply if applicable.

In relation to AGE, the evidence we hold tells us:

Good provision, equality notices on job descriptions and advertising.

All employees and visitors treated with respect.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

Staff feel well cared for and fully supported by the school.

In relation to RELIGION AND BELIEFS, the evidence we hold tells us:

It is recognised there is not as much diversity in our schools in comparison to the national picture.

Therefore we need to ensure that our children are taught about other world religions so that they can be respectful to people who have different beliefs to their own.

In relation to SEXUAL ORIENTATION, the evidence we hold tells us:

No issues we are aware of.

We endeavour to collect full and comprehensive pupil data / information on the protected characteristics and are reliant on parents to divulge this information.

## Equality objectives

<b>Objective</b>	<b>Which protected group(s) will this most affect/influence</b>	<b>How will we know we have achieved the objective?</b>	<b>Lead and other key players</b>	<b>Actions Please give an end date/timescale to each action (ie by.....)</b>	<b>Annual rating Red/Amber/Green</b>
To improve the quality of relationships between our pupils and those of different race and religious backgrounds	Race Religion and Belief	Greater interactions within the community with people from different religious backgrounds and race	RE subject leader Team leaders	By end of the academic year 2016/2017, all Yr1 pupils to have either visited a place of worship and experience a visitor from a faith	Green
To develop a greater awareness and understanding of cultural diversity	Race	Pupil and parent surveys will indicate a greater awareness of today's multicultural society.	Team leaders	Link school in England that has a contrasting pupil population in terms of race. Engage in Etwinning projects by July 17	Amber
Improve provision for children who	Race	Children quickly pick up language	Class Teachers and TAs	Children baselined with language when	Amber

arrive with English as an additional language particularly those at an early stage of acquisition		and engage well with their peers		they first start. Activities and resources support the learning. By May 17	
To ensure that all SEND children have appropriate access to our broad and balanced curriculum.	Disability	Children make progress against IEP targets. Children access the curriculum fully.	SENco Teachers	Access into the curriculum with personalised support plans for children. Feb 17	Green
To ensure girls and boys achieve equally as well in comparison with national data.	Sex	Children to engage in an appropriate curriculum and make good progress.	SLT Teachers	Ensure the curriculum enables learning for boys and girls. Make adjustments to the curriculum to engage specific groups highlighted through analysis.	Amber

Review: December 2018