

Equality Duty at Greens Norton C of E Primary School

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.

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/pregnancy and maternity/religion and belief and sexual orientation

In compiling this equality information we have :

- Identified evidence already in the setting/centre of equality within policies and practice and identified gaps.
- Examined how our setting/centre engages with the protected groups, identifying where practice could be improved.

Stage 1: Equality Information

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	Racist incidents are recorded and reported and monitored by the Behaviour Manager, SLT and	Uniform policy in place. Involvement and encouragement to participate in all activities	PSHE lessons/assemblies develop individuals and sense of citizenship. Library books available in different languages.

	Head Teacher through SIMs. 'Show Racism the Red Card' used as a resource. Anti-bullying accreditation – foundation level	where appropriate (ie. religion)	Teach French and greetings in other languages. Links with partner schools in Hillingdon and Bungoma to develop knowledge of different cultures/countries. Staff model appropriate behaviour and vocabulary to the children. PSA available for adults who require support or advice.
Disability	Specific Dfes Disability form completed for pupils, on admission, to collect information. Recorded in Disability section within Welfare area of SIMS pupil database. Health checks made by school nurse in specified year groups. SEN attainment data collected separately. PSHE plans/lessons raise awareness and understanding. School building accommodates people with disabilities. Staff record whether they 'consider themselves to have a disability' on appointment and this is recorded on the SIMS database. Anti-bullying accreditation – foundation level	Support staff available/employed to assist children who need help as appropriate. Toilet and shower facilities available for disabled chn/adults. Ramps available for accessibility.	PSHE lessons/assemblies raise awareness of people with disabilities. Awareness of disability raised through visitors to school. Use of buddies who help children who are new, injured or need support. SEN children supported in and out of lessons through open understanding by many adults working in school. Disabled parking space available in car park for disabled visitors
Sex	Admission form collects relevant data. Attainment data is analysed collectively and in gender groups. Residential trips – boys and girls are separated. Staff adverts are non-gender specific.	Boys writing a focus within school and stimuli for writing chosen with boys in mind. Clubs open to both sexes. National salary scale for employees.	PSHE lessons/assemblies raise awareness of differences and equality. Body and Soul, Sex and Relationships resource used in Year 5/6
Gender Reassignment	Records kept and reports made of any incidents involving	'Respect for all' is a strong part of the school ethos and is evident in	PSHE lessons/assemblies raise awareness of differences and equality.

	victimisation. Individuals offered support from Learning mentor and/or Employee Assist. The use of the term 'gay' is unacceptable.	teaching, learning, management of behaviour and assemblies. Pupils taught about difference/different families.	Body and Soul, Sex and Relationships resource used in Year 5/6 'Go-givers' website used- http://www.gogivers.org/teachers/lessons/ks-2/gay-can-be-such-a-sad-word/
Pregnancy and Maternity	Staff encouraged to share information. Risk Assessments carried out. County Council Pregnancy pack provided.	'Respect for all' is a strong part of the school ethos and is evident in teaching, learning, management of behaviour and assemblies. Pupils taught about difference/different families.	PSHE lessons/assemblies raise awareness of differences and equality. Body and Soul, Sex and Relationships resource used in Year 5/6
Age	Admission/Application form for collection of data. Data relevant and confidential in accordance with Acceptable Use Policy. Children are catered for in lessons accordingly. Term of birth an identified group when monitoring and analysing data. DOB of staff not requested on application form to avoid age discrimination.	Age appropriate lessons are planned and delivered. Age related opportunities given ie. clubs available for all year groups. Equal opportunities for Governors.	Equal opportunities for all children. Range of adults of different ages working/volunteering in school.
Religion and Belief	Information collected on admission form and recorded on SIMS Discussion with children. Involvement of parents. Celebration of diversity. All religions welcome in our C of E School. Religion of staff collected on Recruitment & Selection Monitoring form but no provision to record it on SIMS	Alternative arrangements made for other religions eg. Jehovah witness, during collective worship. Religious and non-religious songs sung in collective worship.	RE lessons including visitors from C of E and non C of E. All children and adults welcome to participate in activities, celebrations etc.
Sexual Orientation	Disclosed information would be kept confidential.	NA	PSA available for adults/children who require support or advice.

Other supporting Evidence:

Ofsted Report

SEF or equivalent

Application forms

Admission forms

Planning

Collective worship records

School plans

Club timetable

Monitoring of attainment data

Assessment records

Minutes kept of meetings with parents

SIMs as a recording system for all pupils

The gender equality duty and schools - Guidance for public authorities in England (March 2007)

Employment Equality – Transgender and Gender reassignment – Statement of guidance for schools based employees (Jan 2011)

Stage 2: Equality Information

Protected characteristics	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	Communication with parents and children as required. No incidents in recent years. 'Show racism the red card' used as a resource. Visitors invited into school. Transition week often with a focus of different countries, cultures, people and beliefs.	'Equal opportunities' within school shows that we have engaged with all ethnicities equally. Celebration and recognition of different religious festivals.	Open doors for communication. Approach parents/children/families to share faith/culture etc.
Disability	Children with needs (learning/emotional/physical) have the support from adults as required. Resources such as writing boards are purchased/in use to aid learning. Communication with parents/pupils/involved staff as appropriate to ensure partnership.	Lap tops used for children with injured hands/arms.	All children/adults are welcome regardless of disabilities (subject to CRB for adults)
Sex	No incidents to date, but were comments made child/adult would be spoken to and reminded of the equal opportunities and treatment of others.	'Equal opportunities' within school evident through planning and the curriculum. Balance of boy/girl topics and clubs/courses available. Sex Education delivered by the school nurse and for some aspects in single sex groups	Equal opportunities for all. Awareness of the needs of both sexes. Eg privacy, toileting facilities, opportunities available etc.
Gender Reassignment	None communicated	Not applicable currently	Not applicable currently
Pregnancy and Maternity	Diseases present in school are	Change in working hours negotiable to	Communication between staff members

	communicated to all staff.	fit in with family. Before and afterschool care available on site by private provider for children of staff if necessary.	and head teacher and first aiders if appropriate.
Age	Equal opportunities for all. Visitors of all ages invited to school for different occasions. Staff are role models to pupils.	Equal opportunities for all	Children visit elderly in residential homes at Harvest and Christmas.
Religion and Belief	Children are excused from collective worship at appropriate times according to their beliefs and practices. Respect shown to different beliefs and practises.	Children/Parents are encouraged to share their culture/beliefs with others. Parents have some in to school and spoken to classes or shared/made food to experience.	Links made with other churches and faiths communities. Visitors invited to assemblies and RE lessons as appropriate.
Sexual Orientation	None communicated	Not applicable currently	Not applicable currently

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Stage 3: Equality Analysis

Protected characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advance equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	Procedures for reporting and minimising incidents are good	All children, staff and parents are equal and this is evident in the opportunities and communication available.	Evidence that we are improving by inviting different people in to speak to the children about their cultures and beliefs. Church ethos and Christian teaching reinforces equality for all.
Disability	Procedures and education firmly in place.	Resources and adults available to help those who need it.	Good at this, however, our children need experience of seeing/meeting more people with physical disabilities.
Sex	Generally no incidents of harassment or discrimination and therefore must be good at eliminating it. Were a child to make a comment they would be reminded of both sexes being equal. Reward/Sanction system used where appropriate. There is a consistent approach throughout the school.	No recognised issues. Children are treated equally. Opportunities for interests and availability of non-gender specific clubs and university courses available. Despite focus in planning, teaching and learning, data shows boys achievement an issue. To remain a focus and target to reduce gap between girls and boys attainment.	School acknowledges a greater female presence within the school as staff members. Where possible, male role models are invited in to school.

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Stage 4: Publication

Place of publication	Audience
Document published in designated file and located in Head Teacher's office. Central record.	Master copy for future copies requested or if asked to be seen by visitor.
Copies distributed to Governor Committee	Committee of Governors
On website available to Governors	All Governors
Copies distributed to all members of staff	All staff members
Copies available in office if requested by parent or visitor	Parents and visitors

Stage 5: EQUALITIES OBJECTIVES ACTION PLAN**DATE OF PUBLICATION (NB must be updated at least every 4 years)**

Objective Please give an end date/timescale to each action (i.e. by)	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions Please give an end date/timescale to each action (ie by.....)	Annual Red/Amber/Green rating
To reduce the number of religious bullying incidents or those relating to appearance witnessed by July 2013 to below 10%	In a recent anonymous survey 31% of Yr 5/6 said they had witnessed others' being bullied because of their religion and 31% because of their appearance	There is an immediate decrease in the reporting of such incidents using the formal processes - repeat anonymous survey ten months from now shows a reduction in incidents.	Year 5/6 Class teacher Inclusion Manager Headteacher	To raise the issue of bullying because of religion or appearance	
To reduce the number of reported bullying incidents where the term 'gay' is used by July 2013 to below 10%	In a recent anonymous survey, 44% of Yr 5/6 claimed they had been called 'gay' during the last 12 months 62% of Yr 5/6 reported that they had heard someone being called 'gay' during the last 12 months	There is an immediate decrease in the reporting of such incidents using the formal processes - repeat anonymous survey ten months from now shows a reduction in incidents.	Year 5/6 Class teacher Inclusion Manager Headteacher	To raise the issue of homophobic bullying in all its manifestations, through assemblies, class discussions and through a re-emphasis within the PSHE curriculum	

