

Public Sector Equality Duty

At

Earl Soham Community Primary School



Written by: Peter Lambillion-Jameson

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This policy has been adopted by the governing body and is signed by the chairperson on its behalf.

_____ **(chair of governors)**

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Public Sector Equality Duty at Earl Soham Community Primary School

Welcome to Equalities at Earl Soham Community Primary School. You will find here information about how our school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities. The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve)

General Duties

The three aims of the Public Sector Equality Duty are:

- 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.

Equalities information and analysis

Who Comes to Our School?

Number of pupils on roll (June 2018)	58
Number of pupils with SEN	16
Number of pupils with English not as first language	0
Number of pupils eligible for free school meals	2

These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views

Gender

Boys	28
Girls	30

Ethnicity

White British	100% (Including one with no data given)
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Special Educational Needs

(Some pupils may be listed more than once if they have multiple needs)

Autistic Spectrum Disorder	0
Social Emotional Mental Health	3
Hearing/Visual Impairment	2
Moderate Learning Difficulty	1
Physical Disability	0
Speech Language & Communication Need	5
Specific learning difficulty	5
Other	0

Religious Diversity (one new pupil not included)

Christian	26
Other Religion	2
No Religion	27
Refused to State	2

Advance Equality of Opportunity Between those who share a protected characteristic and those who do not

Earl Soham Community Primary School is an inclusive school and we provide excellent access to education with the achievement and attainment of all pupils being promoted. The staff work closely together in each (phase) class to ensure equality of opportunity for all protected groups. The school strives to improve equal opportunities. Examples of this work can be seen in the School Development Plan, regular monitoring of teaching and learning and staff training.

Identification is seen as a key element to ensuring equality of opportunity. The school employ regular analysis of data from the earliest stages of education, screening for common specific learning difficulties and the opinions of staff at all levels as the main strategies in the identification of barriers to learning.

Intervention is targeted in response to the identification in each phase, involving class teachers, support staff and families. This allows for flexible planning that can respond quickly to changes in the pupil's needs.

Pupils at Earl Soham Community Primary School attain well and there is no significant disadvantage to pupils with protected characteristics or who are eligible for free school meals.

The school's family of equality policies such as the Accessibility Plan, Behaviour Policy, Attendance Policy, and Recruitment Policy outline how the school ensures equality of opportunity in relation to the curriculum, attitudes and participation, employment and environment.

Further information on the attainment data and the Accessibility Plan can be obtained through the SENCO at the school.

Objective

- **Investigate improved ways of determining impact of a range of interventions currently in use in our school in order to make the best use of staff and resources.**

Foster Good Relations Between those who share a protected characteristic and those who do not

Our school community is a welcoming and comfortable environment for all who come here. We aim to foster an open environment where people feel they are being treated with dignity and respect.

The school fosters good relations between pupils through its assemblies and PHSE curriculum. The school seeks to involve parents and families throughout their time at our school. Events are held throughout the year that reflects the cultures of various communities as well as those that reflect British culture. Some of these include events around Eid, Divali, Christmas, Mother's Day, Father's Day, etc.

Relationships are also developed beyond the school both in the local community and in the wider world.

Objective:

- **To embed British Values, multi-cultural awareness and equality through implicit curriculum plans and integrate learning into the school's cross curricular delivery.**

Roles and Responsibilities

At Earl Soham Community Primary School we recognise that all staff and governors share responsibility for the implementation of our Public Sector Equality Duty with regards to discrimination, harassment and victimisation.

Governors are responsible for:

- Ensuring the school adopts and reflects the relevant equality legislation
- Ensuring that the school Public Sector Equality Duty and its procedures are followed

The Head Teacher is responsible for:

- Ensuring the Public Sector Equality Duty and its procedures are followed
- Ensuring the Public Sector Equality Duty is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the School Equality Objectives and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination against members of any protected group

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents
- the recognition and tackling of bias and stereotyping
- the promotion of equal opportunities
- the avoidance of discrimination against anyone and, in particular, members of protected groups.
- the need for keeping up to date with the law on discrimination
- the opportunity for taking up training and learning opportunities

Attitudes that promote discrimination are challenged and staff seek to achieve this with all stakeholders including pupils by both example and active promotion. Examples of this are the teaching of issues surrounding bullying, social skills groups and one-to-one mentoring.

The school deals with discriminatory incidents seriously and parents are informed of the action taken. Incidents are shared with all staff who are involved with the pupils. The school has made no permanent exclusions over the last school year. The school works with the local authority on the policy of managed moves which endeavours to prevent permanent exclusions by moving pupils between schools within the County as an alternative.

Objective

- **Develop a better understanding, within the school community, of the meaning of bullying and equality**
- **Greater pupil voice**

Participation, Engagement and Satisfaction with our Equalities Practices

We have involved a range of stakeholders to develop our Public Sector Equality Duty and objectives. These include pupils, parents, staff and governors. The school have sought parents' and pupils' aspirations and opinions through responses to questionnaires, formal and informal meetings and conversations.

Objectives:

- **Seek parents', pupils', staff and governor aspirations and opinions through regular questionnaires, formal and informal meetings and conversations.**
- **Use feedback from all stakeholders to identify issues relating to equality and inform/improve practice through inclusion in SDP and questionnaire action plans.**

Document History

Version	Date	Author	Comments
Issue 1	December 2016	Peter Lambillion-Jameson	Initial publication
Issue 2	June 2018	Peter Lambillion-Jameson	Data amended