



## **Equality Duty Information** **January 2018**

*On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales.  
This duty replaces the existing race, disability and gender equality duties.*

### **The 3 aims of the General Equality Duty are:**

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.

The nine protected characteristics/groups are:

- Age (as an employer – but not applicable to pupils)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage or Civil Partnership

## **Guiding Principles**

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of the personal and cultural identity that is confident and open to change, and that is receptive and respectful toward other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

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 protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

*N.B. Our organisation has less than 100 employees so some of the protected characteristics may not be directly in relation to our pupils.*

## **Summary of Effectiveness**

Preston Hedge's Primary School is an inclusive, supportive school where pupils thrive. Behaviour & Safety was graded as outstanding at the time of the last Ofsted inspection (June 2014). The School Self Evaluation, validated by our School Improvement Partner, states that it continues as outstanding and no whole school priorities have emerged from self-evaluation.

An audit of the school in terms of equality of opportunity showed that we allow all children to thrive. In 2017, pupils eligible for Pupil Premium funding in KS2 achieved outcomes higher than non-eligible pupils nationally, and all disadvantaged pupils in KS1 achieved at least age related outcomes.

The school has a strong values based approach and reward system. Monitoring shows that there is respectful ethos amongst all pupil groups, and that our key values are upheld both inside and outside of school.

In the most recent annual survey 98% of parents said that their children are happy and feel safe, and parents agree that the school is effectively well led and managed. Our curriculum, both in school and extra-curricular, is broad and balanced to enable all children to have successes and find their talents.

We have strong recording and supporting systems in place to deal with any suspected bullying, racial or other prejudice incidents and these are retained/monitored in the safeguarding file. Any incidents are also reported to the Governing Body via the CFC Committee and appear in the Headteacher's Report. These reflect a very minimal level of issues investigated and through supportive education, harmony between pupils is always quickly restored.

Our SEN provision is strong and all pupils are integrated effectively, including those that are disabled. We are proud of our success with statemented children and we have good systems in place for children with different needs.

## **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we investigate them immediately and if founded, report them accordingly.

## **Equality Duty Information - Equality**

Protected Characteristics	Equality Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment & 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?
Age	Staff of a wide range in school Volunteers within school are of a wide age range Governing body members range in age Safe recruitment policy	Open recruitment procedure Recruitment training for leaders	Community links to the school Positive role models
Disability	SEN provision mapping External agency engagement to ensure correct practice EHC plans regularly monitored and updated Site accessible & disabled parking spaces in car park	Accessibility plan SenCo co-ordination Regular on-going training for staff Use of additional needs team Ensuring all children have opportunity to take part & make adjustments accordingly,	Regular meetings with parents- encouraging their relationship with outside support groups & agencies Celebrating differences and achievements for all

	Adapted toilet Highly trained staff	ensuring all can participate in curriculum activities Resources are adapted to ensure all can engage with curriculum learning	Values curriculum – inspirational role models including those with disabilities
Sex	Attainment data is scrutinised to ensure there are no significant gaps between genders/actions in place to address any gaps found – shared at pupil progress meetings Safe recruitment policy; Support equal rights and to reduce stereotypes of boy/girl from EY onwards Staff of both genders employed Sports clubs that cater for all genders	A varied curriculum to ensure that both sexes are engaged Inclusive sports opportunities Inclusive values curriculum Role models champion both genders Safeguarding training Equal opportunity awareness from staff training sessions	Shared sports Curricular activities aimed at all Celebrating achievements for all Values system Role models of both genders Community visitors of both genders Encouraging family members of both genders to be involved in school events – breakfast for dads etc
Gender reassignment	Not applicable at current time of publication but we would gather advice from the relevant agencies Values curriculum that promotes tolerance, respect and a celebration of difference Regular meetings with family/ check in sessions with child would take place	Not applicable at current time of publication but we would research, gather views, get expert advice and ensure equality of opportunity	Deal with on a case by case basis; Offer professional support or help signpost to suitable professional agencies Provide opportunity to participate in the school community Provide pastoral care/ nurture support to child and family
Race	Comparative analysis of data to ensure attainment & progress in line regardless of race Reporting arrangements in place to eliminate and report unlawful discrimination in line with the LA policy Values curriculum celebrating diversity Prevent Duty in place A range of cultures celebrated through a range of resources Role models from a range of cultures Equality statement in place for recruitment	Tracking to ensure progress at pupil progress meetings & data analysis meetings EAL interventions groups & resources available Inclusive opportunities to all activities Visitors from a range of cultures Pastoral support available for parents & children Equal opportunity employer – staff role models	Visitors from a range of cultures Assemblies Values curriculum Positive role models Wider curriculum explores variety of cultures Ensuring the engagement of all of the school community in celebrations days/school events.
Pregnancy & Maternity	Flexible time off for antenatal appointments, etc; re-training on return to work; Continuity of care & teaching of pupils before & during maternity leave;	Open discussions with regard to: Maternity policy Return to work policy Overlap/ catch up with “KIT” days	Opportunities for new parents to bring their child/ren in to visit; Invite staff to functions & productions; Keeping in touch (KIT) days Open discussion & support provided to staff

	<p>Adjustment to hours of work to current needs with agreement such as part time using the Flexible Working Policy.</p> <p>Fulfilling all obligations for maternity/ paternity leave/medical and maternity appointments;</p> <p>Choice of return date(s);</p> <p>Keeping in touch days offered;</p> <p>Provision of childcare facilities for visitors (feeding, changing, etc)</p>		
Religion and belief	<p>Curriculum study involves a range of religions and promotes tolerance &amp; support of all types of belief and non-belief</p> <p>Modern British Values curriculum</p> <p>Prevent Duty in place</p>	<p>Curriculum that promotes understanding, tolerance&amp; support for individual belief/non-beliefs</p> <p>Staff trained in Prevent Duty</p>	<p>Visitors from a range of religions</p> <p>Assemblies cover key events in a range of religions</p> <p>Values curriculum</p> <p>Positive role models from a range of religions</p> <p>Recognise the right to withdraw form some non-statutory events due to religion/belief</p>
Sexual Orientation	<p>Values system promotes respect for difference</p> <p>Anti-bullying policy in place with reporting arrangements in place for incident logging &amp; monitoring systems</p> <p>Equal opportunity recruitment policy</p> <p>Use of acceptable language, not tolerating the use of the word gay as a term of abuse</p>	<p>Curriculum that promotes tolerance and respects difference</p> <p>Recruitment policy that welcomes all</p> <p>Awareness/Support children whose parents are in a same sex relationship &amp; equal opportunities given to same sex parent families to engage in school life</p> <p>Positive role models</p> <p>Through wider curriculum children aware that families are different but all special</p>	<p>Same sex partnership families are given equal opportunities to engage with school life &amp; events</p> <p>Same support for all parents and children regardless of orientation</p> <p>Curriculum that promotes tolerance and respect for others</p> <p>Staff choice of disclosure</p>
Marriage or civil partnership	<p>Values system promotes respect for difference</p> <p>Anti-bullying policy in place with reporting arrangements in place for incident logging &amp; monitoring systems</p>	<p>Curriculum that promotes tolerance and respects difference</p> <p>Awareness/Support children whose parents are in a same sex relationship &amp; equal opportunities given to same sex parent families to engage in school life</p> <p>Positive role models</p> <p>Through wider curriculum children aware that families are different but all special</p>	<p>Same sex partnership families are given equal opportunities to engage with school life &amp; events</p> <p>Same support for all parents and children regardless of orientation</p> <p>Curriculum that promotes tolerance and respect for others</p> <p>Staff choice of disclosure</p>

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## Equality Duty Information - Engagement

Protected Characteristics	Engagement Aims of the general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment & victimisation?	How have we engaged with the protected groups to advance equality of opportunity between people who share a protected characteristic and those who do not?	How do engage with protected groups in order to foster good relations between people who share a protected characteristic and those who do not?
Age	The school has an ethos that values all, regardless of protected characteristic. Recruitment for staff/ governing body/ volunteers does not discriminate against age, as shown by the range of ages of those involved in the school.	We have a wide range of ages in the school community who all have equal access to community events & are welcome to get involved in the school	Arranging community events that encourage family members of all ages
Disability	The school has an ethos that values all, regardless of protected characteristic.  Each pupils/adult need determined individually, with the right support provided for them to be successful in the school, whether it is physical support in terms of access or academic support.	Accessibility plan & individual EHPs updated, monitored & evaluated regularly to ensure accessibility & equality of opportunity, with adjustments made whenever necessary. Sen co-ordination & regular on-going training for staff plus the use of additional needs team mean we are proactive in our approach.	Ethos of the school supports and values all pupils and encourages them to value and support difference within each other.

		All staff involved made aware of medical/health care needs of pupils Close liaison with parents and other professionals involved to ensure a united approach	
Sex	Equal opportunities promoted amongst children and staff. Equal curriculum access regardless of gender. Full school commitment to equality regardless of gender across all policies	An exciting and engaging curriculum Inclusive sports opportunities Inclusive values curriculum Role models champion both genders School council/pupil surveys ensure all pupils have a voice	Shared sports Curricular activities aimed at all Celebrating achievements for all Values system Role models of both genders Engagement with both genders of pupil families
Gender reassignment	Not applicable at current time of publication but we would gather advice and support from the relevant agencies	Not applicable at current time of publication but we would gather advice and support from the relevant agencies	Deal with on a case by case basis; Offer professional support or help signpost to suitable professional agencies & provide opportunity to participate in the school community Provide pastoral care/ nurture support to child and family
Race	The school creates a culture where all individuals are valued, with assemblies that promote a range of cultural traditions.  Anti-bullying and anti-racism is part of the school ethos, and these values are embodied by all – the community knows that any incidents can be reported without fear of repercussions on behalf of the informer.  A clear behaviour policy ensures all groups feel safe and that any issues would be dealt with quickly	Black History Month celebrated Curriculum engages with other countries and cultures School council/pupil surveys ensure all pupils have a voice	Visitors from a range of cultures Assemblies Values curriculum Positive role models Wider curriculum exploring a variety of cultures
Pregnancy & Maternity	The school has had successful returns to work after maternity, where “KIT” days have been put in place for catch up, and a flexible working arrangement has been made for return to work.	Open discussions with regard to: Maternity policy Return to work policy Overlap/ catch up with “KIT” days to ensure that there is no disadvantage to staff	Keeping in touch (KIT) days Open discussion & support provided to staff

Religion and belief	Curriculum study involves a range of religions and promotes tolerance & support of all types of belief and non-belief Modern British Values curriculum Engagement with wider religious communities	Curriculum that promotes understanding, tolerance & support for individual belief/non-beliefs	Visitors from a range of religions Positive role models from a range of religions
Sexual Orientation	Values system promotes respect for difference Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems Staff choice of disclosure	Recruitment policy that welcomes all Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life A wider curriculum children aware that families are different but all special	Same sex partnership families are given equal opportunities to engage with school life & events Same support for all parents and children regardless of orientation Curriculum that promotes tolerance and respect for others

## Equality Objectives & Action Plan

Objective	Which protected groups(s) will this most affect/influence	How we will know we have achieved the objective	Lead & other key people	Actions	Annual Red/Amber/Green rating
To further close the attainment gap between pupil premium and non-pupil premium children <b>within the school</b>	Pupil premium/FSM Ever 6 from all protected groups	Average outcomes & progress of pupil premium children will be at least the same as non-pupil premium children	Asst Head All staff	Termly pupil progress meetings to discuss progress and acceleration strategies where necessary	Amber
To embed the Values curriculum into everyday school life in order to further promote the British values of democracy, the rule of law, individual liberty and mutual tolerance and respect of difference	All protected groups	Children will demonstrate these values in school, and be able to demonstrate a deeper understanding of them through the wider school curriculum outcomes	Curriculum Leader All staff & stakeholders	Ongoing through the academic year  Staff to embrace values opportunities through curriculum planning	Amber