



Edwards Hall Primary School

Equalities Information

February 2017

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

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

Summary of our Equalities Evidence:

Protected Characteristics	What evidence do we have 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 don't?	How do we foster good relations between people who share a protected characteristic and those who don't?
Race	<ul style="list-style-type: none"> • Racist behaviour / comments are challenged and reported to parents and through local authority procedures. In the case of incidents being against a victim in school we ensure that the victim and victim's family are satisfied with the outcome. • Comparative Attainment data (Rasieonline) shows that children from backgrounds other than 'White British' have achievement that is at least inline with that of White British Pupils. Progress is better for ethnic minority groups. • Attendance is analysed and there is no significant difference between attendance of different ethnic groups in the school. 	<ul style="list-style-type: none"> • Analysis shows that take up of extended schools activities by ethnic groups is good. This pattern in the same for Educational visits. • Support is provided for pupils where English is not their first language. • Translation of documents into other languages is available when parents cannot speak English 	<ul style="list-style-type: none"> • We organise visits into the wider ethnic community e.g.to a Mosque and a Synagogue. • The curriculum reflects the ethnic diversity of the wider local area e.g. Buddhism • Year 5 and 6 pupils have taken part in 'Show Racism the Red Card' workshops and activities to raise awareness of racism. • The school successfully completed the Equality and Diversity Award in 2015.

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Disability	<ul style="list-style-type: none"> • Comparative data (Raiseonline) shows that progress of children with SEN (school action, school action plus and statemented) is in line with or above national comparisons. • Monitoring records show that there have not been bullying incidents related to disability, feedback from specific parents confirms this. • Allowance for part-time attendance / attending hospital visits are made for pupils as appropriately discussed in review meetings. 	<ul style="list-style-type: none"> • We support and design Individual Plans for children at School Action + and with statements, and ensure that they make at least expected progress and have access to the full curriculum. • Specialist equipment is provided for children with disabilities. • Staff are trained to accommodate disabilities e.g. autism. • School is proactive in ensuring that children with disabilities have full access to the extended curriculum. 	<ul style="list-style-type: none"> • Our PSHE and P4C lessons address issues concerning disability • The school have regular visiting speakers with physical disabilities. • Children have taken part in dance and sporting activities alongside children from local special schools. • The school successfully completed the Equality and Diversity Award in 2015.

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Sex	<ul style="list-style-type: none"> • Data is analysed annually to ensure that there are no significant differences between the achievements of boys and girls. • We monitor for fairness e.g. ensure good work assemblies, school council etc has fair distributions of boys and girls. • We conform to Equal pay legislation. • We ensure that all posts in school comply with equal opportunities good practice and legislation - No roles are advertised as gender specific e.g. employ male and female LSAs. 	<ul style="list-style-type: none"> • Progress and attainment of each cohort are monitored to ensure that any trends are identified . • All extra-curricular activities are open to both boys and girls. • Uptake of extra-curricular clubs is monitored in order to ensure that gender stereo- types are not reinforced. (currently good balance in most clubs: gym, art, football, dance) 	<ul style="list-style-type: none"> • The PSHE curriculum covers gender issues. • We ensure that the children see equal opportunities in action for instance male and females in all roles e.g Senior Leadership.

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Gender Reassignment	<ul style="list-style-type: none"> Governors ensure that recruitment procedures comply with equal opportunities good practise and legislation. 	<ul style="list-style-type: none"> Not applicable at this current time 	<ul style="list-style-type: none"> Not applicable
Pregnancy and Maternity	<ul style="list-style-type: none"> Time given to staff for anti-natal appointments and classes if required. Time given to staff for fertility treatment if required. Maternity leave and paternity leave are arranged as flexibly as possible to support employees. The school will endeavour to accommodate part time working for new parents if requested. 	<ul style="list-style-type: none"> Whilst our expectations are the same for all staff, pregnancy risk assessments ensure that appropriate changes, amendments to roles are made to accommodate pregnant staff. 	<ul style="list-style-type: none"> Consideration given to the needs of staff with young children when out of school hours events are planned (e.g. residential).

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Age	<ul style="list-style-type: none"> • Data is kept on the age profile of staff. • When appointing staff age is not specified on application forms therefore ensuring equality of opportunity. 	<ul style="list-style-type: none"> • Grandparents are encouraged to help in school and on school trips as well as parents. 	<ul style="list-style-type: none"> • We actively encourage intergenerational links; • Fathers and Grandfathers are invited in to support the children on Dad's Day.
Religion and Belief	<ul style="list-style-type: none"> • Racist and xenophobic language is always challenged and reported to parents and through local authority procedures. • Absences for religious / cultural observations approved. 	<ul style="list-style-type: none"> • We implement the County agreed syllabus and no one is excluded. • The wishes of faith groups to withdraw from RE / Collective worship / SRE are honoured. 	<ul style="list-style-type: none"> • We organise visits to places of worship for a variety of faiths e.g. Mosque and Synagogue • We have visiting speakers from different faiths visit the school e.g. a representative of the local Jewish community. • Religious festivals are marked through assemblies and the curriculum

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Sexual Orientation	<ul style="list-style-type: none"> • Governors ensure that recruitment procedures comply with equal opportunities good practice and legislation. • The school has a 'Dealing with Homophobia Policy' - Incidents of homophobic bullying are recorded and reported to parents. Follow up work is undertaken with individuals and groups where homophobic language is used inappropriately in consultation with parents. 	<ul style="list-style-type: none"> • Not applicable at this current time 	<ul style="list-style-type: none"> • SRE deals sensitively with children's questions relating to sexual orientation and resources used challenge stereotypes. • The school successfully completed the Equality and Diversity Award in 2015. • Staff have recently taken part in Stonewall training to support them in challenging the use of homophobic language.

Parents and children have been consulted on the Anti-Bullying Policy.

The school council have taken part in discussions regarding the children's opinions on RACE, DISABILITY, SEX and RELIGION AND BELIEF - this has informed the action plan.

Summary of our Equality Analysis:

(ie How effective and influential we think we currently are in achieving the three aims of this duty for each of the protected groups)

- In relation to RACE, our judgement is: Good

Achievement and attendance analysis shows good equality of opportunity.

Our curriculum is improving in relation to representing the multi-cultural nature of the wider community. The provision for meeting the needs of pupils where English is not their first language is good.

- In relation to DISABILITY, our judgement is: Good

Evidence and feedback from parents confirms that we provide equality of opportunity for children by ensuring that provision is made to meet all needs both in class and in the wider school curriculum.

A possible further action would be to ensure opportunities for able bodied children to mix with children with physical disabilities to break down stereotypes.

- In relation to SEX, our judgement is: Good

We need to continue to monitor attainment and progress of boys and girls in order to decide whether any fluctuations are cohort specific or trends that require changes to teaching and resources.

All extra-curricular clubs are open to both girls and boys (and attended by both) we ensure that these are positively promoted to both sexes. Positive role models that challenge gender stereotypes are used to help reinforce to children that all clubs are open to both girls and boys.

- In relation to GENDER REASSIGNMENT, our judgement is:

Not applicable at this point in time - review annually to ensure that if applicable staff are all briefed / trained in order to deal with any resulting issues

from other partners in the school community.

- In relation to PREGNANCY AND MATERNITY, our judgement is: Good

Evidence suggests that staff who have recently been affected by this policy are satisfied with the provision currently made.

- In relation to AGE, our judgement is: Good

Policies and practice comply with legislation and ensure equality of opportunity.

- In relation to RELIGION AND BELIEF, our judgement is: Good

Although the school is not in a very diverse catchment area we make provision for ensuring that the religion and beliefs of the whole wider community are respected and represented.

- In relation to SEXUAL ORIENTATION, our judgement is: Good

Although there is a relatively small amount of data regarding this protected characteristic procedure and policies ensure that equality of opportunity is promoted and discrimination will not be tolerated.

Action Plan 2016-17

Key Issue(s): To promote tolerance and respect for others				
Lead person: Eve Gale				
Aspect: Personal Development, Behaviour and Welfare			RAG rating: R A G	
Target group: Whole School			SEF section:	
Success criteria: <ul style="list-style-type: none"> • Children show tolerance and respect, regardless of a person's race, ability, gender etc... • Children are intolerant of racism. 				
Activity	Key dates:	Time/cost resources:	Success criteria / Monitoring:	R A G
1. Cultural days planned into yearly calendar	Sept	None	Dates are in school calendar	
2. Key assembly dates organised to celebrate a range of religious festivals and other cultural experiences (e.g. black history month)	Sept	None	Termly assembly rotas show key dates Teachers are given dates in advance to support them with planning	
3. Organise SUFC to run lunchtime sessions on fair play and good sportsmanship with KS2	Sept (begins in Nov)	None	SUFC run lunchtime sessions MDAs provide feedback on this	

4. Review current list of visits to religious places of worship / visitors from different religions to ensure that there are opportunities for each year group	Oct	LC and EG management time	List of visits / visitors to be given to all teaching staff	
5. British Values to be added to assembly rota (one per half term). PSHE lesson to link with that week's assembly.	Oct ready for after half term	LC management time	British values are on assembly rota Teachers are reminded to do a PSHE session on each value – 1 per half term (none in first half term of year) Planning to be used as evidence	
6. Introduce staff to new PSHE scheme (PSHE association) and highlight links to diversity and British Values	Oct	LC and EG staff meeting	PSHE scheme is introduced Teachers are given half termly planning document Document is on server	
7. Discuss lunchtime provision with children. How do they think lunchtimes could be improved? Discuss sportsmanship reward system Judy and Kaye to lead discussion	Feb	EG management time	Survey – KS2 children (through school council?) Implementation of reward system Survey revisited at end of year to monitor impact	
8. SRTRC to be booked for Years 5 and 6	Nov	None	SRTRC booked	