

Annual update of how school is complying with public sector equality duty.

Updated: January 2019

Review: January 2020

Coordinator:

Mr A Jackson

Equality Objectives: March 2016

Review: March 2020

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. **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.

A working group was convened to consider how well South End Infant School currently achieves these aims with regard to the eight protected equality characteristics:

Race

Disability

Sex

Gender reassignment

Age

Pregnancy and maternity

Religion and belief

Sexual orientation

Group membership consisted of parent governors and staff.

In compiling this equality information we have:

- identified evidence already in the school of equality within policies and practice and, where relevant, identified gaps;
- examined how the school engages with the protected groups, identifying where practice could be improved and
- analysed our effectiveness in terms of equality.

1. SUMMARY OF EQUALITIES EVIDENCE

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

- policies reflect the schools aims towards eliminating inequality.
- Personal, Social and Health (PSHE) lessons are delivered to children, including anti-bullying.
- other areas of the curriculum show that the school explores different race and culture.
- policy and procedures are in place to effectively deal with any racial incidents.
- parents and children say they know where to get help immediately and any issue will be dealt with straight away.
- data in relation to racial incidents shows that no incidents occur within the school, but there are robust procedures in place to deal with this if needed.
- the school and locality have low ethnic diversity and the ethnic mix of staff follows this pattern with only 6% classified outside 'White, British' ethnicity.
- an on-line reporting system is now in use to record and monitor any incidents.

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

- clear signage, disabled parking bays, a lift, and other measures make good provision for disabled visitors.
- the Accessibility Plan is reviewed regularly in order to enable access for disabled pupils, staff & visitors.
- pupils and staff with any form of disability are treated with respect and consideration.
- PSHE and class discussion ensure children are well informed and understand the needs of others less able.
- children tell us that they feel the school is very good with explaining and helping them all to understand disability and the right way to behave towards the less able.
- visitors with disability are invited into school.
- Teaching Assistants are assigned to support those pupils whose disability impacts on their school life.
- there were no current staff with disabilities.
- children/staff with temporary disability (crutches) have risk assessments carried out with a personal evacuation plan.

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

- recruitment procedures are fair and consistent
- school data recognised there is a gender gap in achievement in literacy. However, school ensures that all groups make expected or better progress.
- access to after school clubs is good for both boys and girls.
- boys and girls are given the opportunity to explore a range of roles through role play, and through this stereotypes are challenged.
- we raise the children's awareness of the range of families including step families and same sex families.
- the Governing Body membership is 54% female, 46% male.
- staff overall is made up of 96% female and 4% male.

- teaching staff mix is 100% female.
- support staff consists of 98% female & 2% male.

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

- currently this does not apply as we have not been made aware of anyone in this situation, but the same fair and consistent practices would be applied.

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

- recruitment process does not discriminate of the ground of age

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

- in respect of staff, those taking maternity leave have the opportunity to return on a flexible working pattern.
- paid leave is granted for maternity related appointments.
- specific risk assessments are done for staff who are pregnant.
- Health & Safety risk assessments are conducted.
- pupils who have new siblings are supported to discuss and explore the impact on themselves
- key staff are aware of support mechanisms available to families who require additional services in relation to pregnancy and maternity and are able to signpost these.

In relation to **RELIGION & BELIEF**, the evidence we hold tells us:

- schemes of work in RE cover a range of religions and beliefs.
- all staff will explore and explain if questions arise about religion and belief.
- PSHE lessons are delivered to children, including antibullying.
- provision has been made for all staff who wish to pray.
- there is the opportunity for children to opt out of collective worship.
- There are strong links with local churches.
- data for pupils shows that 57% register with no religion; 37% register as Christian; 3% as 'other religion' with the remaining 3% made up of 5 Muslim, 1 Buddhist, 1 Sikh and 2 Hindu families.
- no internal data is available for staff.
- a new on-line system will support a more effective recording and monitoring process for any incidents that may occur.

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

- staff deal with inappropriate language relating to sexual orientation through age appropriate discussion.
- all staff are trained in dealing with discrimination and homophobia.
- the on-line reporting system will support data gathered in the event of any incident.
- the school currently holds no data on sexual orientation either for staff or pupils.
- we raise the children's awareness of the range of families including same sex families.

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to RACE , our self-evaluation tells us:	<ul style="list-style-type: none"> • all parents are invited to work with children in school • we have lessons that explore races and cultures
In relation to DISABILITY , our self-evaluation tells us:	<ul style="list-style-type: none"> • staff and volunteers are encouraged to identify any specific needs they have in this respect e.g. back problems, mobility issues and these are addressed in appropriate ways such as the purchase of specialist equipment/reserved disabled parking. • provision is made for children who require medication or access to toilet facilities.
In relation to SEX , our self-evaluation tells us:	<ul style="list-style-type: none"> • all clubs are inclusive, offering equal access to boys and girls. • staff encourage both genders to participate in lessons, clubs and other activities • boys and girls take part in after school soccer
In relation to GENDER REASSIGNMENT , our self-evaluation tells us:	<ul style="list-style-type: none"> • this has never been raised.
In relation to AGE , our self-evaluation tells us that:	<ul style="list-style-type: none"> • the workforce is less than 150 and there is no age barrier.
In relation to PREGNANCY & MATERNITY , our self-evaluation tells us:	<ul style="list-style-type: none"> • we offer very good support to staff and will signpost appropriate agencies for families.
In relation to RELIGION & BELIEF , our self-evaluation tells us:	<ul style="list-style-type: none"> • considerable opportunities are offered to pupils to experience the beliefs & religions of other cultures. • PSHE policy and practice ensures that children are aware of and understand how to respect and behave appropriately with different cultures.
In relation to SEXUAL ORIENTATION , our self-evaluation tells us:	<ul style="list-style-type: none"> • signposting to external agencies is made if required

3. SUMMARY OF OUR EQUALITY ANALYSIS

In relation to **RACE**, our judgement is that the school is very effective in promoting a very positive approach. Children are provided with many opportunities to discuss and learn about other cultures.

In relation to **DISABILITY**, our judgement is that the school facilities available are effective for the current school population. Remodelling in 2001 allowed access to most areas of the school for adults and children with mobility issues. The school endeavours to ensure that any disabled visitor or pupil is not disadvantaged. Every effort is made to encourage people to declare a disability in order to offer appropriate support and this is done sensitively and confidentially.

In relation to **SEX**, our judgement is that the school offers a wide range of activities to both genders.

In relation to **GENDER REASSIGNMENT**, there is no judgement as this issue has never been raised. The same fairness and consistency would be applied.

In relation to **AGE**, our judgement is that everyone is treated fairly, consistently and equally.

In relation to **PREGNANCY & MATERNITY**, our judgement is that the school offers effective support through signposting to staff and families, when dealing with pregnancy, maternity and related issues.

In relation to **RELIGION & BELIEF**, our judgement is that the school is outstanding in promoting equality and raising awareness.

In relation to **SEXUAL ORIENTATION**, our judgement is that school promotes awareness and understanding effectively to tackle any issues that might arise.

South End Infant School is very effective in achieving the 3 aims of this duty for each of the protected groups with a clear aim of 'opportunity and success for all' and ensuring none are disadvantaged.

However, as with all systems, there are still gaps to be addressed. The new on-line reporting system will do this and a gap in the depth of some data currently obtained will form part of an Action Plan.

Equalities Objectives Action Plan

Action: To ensure all have access to information.

Which protected group will this influence?	Disability Race		
How will we know when we have achieved this objective?	Information about school accessible to those groups who cannot read English		
Lead and other key personnel	Headteacher		
Actions	<ul style="list-style-type: none"> • Individuals identified who are unable to access reading information in English • Solutions investigated • Links with other agencies to seek solutions 	Summer 1 2016	Summer 1 2016 Summer 2 2016
Annual RAG rating	Red	Amber	Green

Action: To develop teachers' ability to deal with 'difficult' questions.

Which protected group will this influence?	All groups		
How will we know when we have achieved this objective?	All teachers to be confident to answer questions relating to differences between groups		
Lead and other key personnel	Headteacher Senior Management Team		
Actions	<ul style="list-style-type: none"> • To identify questions related to equality that teachers find difficult to answer • Access training 	Autumn 2016	Spring 2017
Annual RAG rating	Red	Amber	Green