

East Hanningfield C of E Primary School

EQUALITIES INFORMATION

DATE OF PUBLICATION: September 2014

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 within policies and practice and identified gaps.
- Examined how we engage with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

1 Summary of our Equalities evidence

- In relation to RACE, the evidence we hold tells us:
 - ***We maintain an incident file, including detail of bullying and racist incidents.***
 - ***We submit any incidents to county through our census collection.***
- In relation to DISABILITY, the evidence we hold tells us:
 - ***Our (Reporting and Analysis for Improvement through school Self-Evaluation) RAISE data shows that our Special Educational Needs and Disability (SEND) pupils achieve just below expectations in relation to the national picture.***
 - ***We have good relationships with other agencies.***
- In relation to SEX, the evidence we hold tells us:
 - ***We maintain separate tracking data by gender and identify concerns.***
 - ***We ensure that, whenever possible, all activities are open to both genders.***
 - ***We employ staff of both genders and, although we currently have a very low number of male staff, we try hard to promote male role models in school.***
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us:
 - ***Not applicable at present***
- In relation to PREGNACY and MATERNITY, the evidence we hold tells us:
 - ***Not applicable for primary age pupils.***
 - ***We have a very good provision for expectant parents which includes risk assessments and monitoring programmes.***
- In relation to AGE, the evidence we hold tells us:
 - ***We have a broad age range across the staff, governors and volunteers.***
- In relation to RELIGION and BELIEF, the evidence we hold tells us:
 - ***As a church school we are an inclusive school and help children to learn about a wide variety of cultures and world religions and beliefs.***

- In relation to SEXUAL ORIENTATION, the evidence we hold tells us:
 - ***Not applicable at present***

2 Summary of how we currently engage with protected groups

- In relation to RACE, the evidence we hold tells us:
 - ***We have a clear Behaviour Policy in place.***
 - ***We use the school core value kids to promote the equality of race.***
 - ***Race is discussed through Social Moral Spiritual Cultural (SMSC) and Personal Social Health Education (PSHE) lessons.***
 - ***English as an Additional language (EAL) registers are held with assessment data and Individual Education Plans are drawn up to ensure accurate provision for EAL learners.***
- In relation to DISABILITY, the evidence we hold tells us:
 - ***We have a SEND Policy and an ethos of inclusion.***
 - ***Our Learning Support Assistant (LSA) support allows children to work alongside their peers.***
 - ***We have inclusive school core values and vision and mission statements.***
- In relation to SEX, the evidence we hold tells us:
 - ***We treat both sexes equally whilst supporting their choices.***
 - ***Our recruitment process is genderless and activities are open to all.***
 - ***We have an Equal Opportunities policy and have equal expectations.***
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us:
 - ***Individuals would need to declare themselves and we would work together as appropriate.***
- In relation to PREGNACY and MATERNITY, the evidence we hold tells us:
 - ***We have risk assessments in place and support by good communication and assessment.***
- In relation to AGE, the evidence we hold tells us:
 - ***We have good knowledge of current legislation, which is implemented within school policies.***
 - ***We show patience and understanding across the age range.***

- In relation to RELIGION and BELIEF, the evidence we hold tells us:
 - ***We help children learn about religions and beliefs through assemblies, Religious Education (RE) lessons and showing respect for others and their beliefs.***
 - ***Our Recruitment policy is inclusive.***
- In relation to SEXUAL ORIENTATION, the evidence we hold tells us:
 - ***We would support regardless of sexual orientation.***

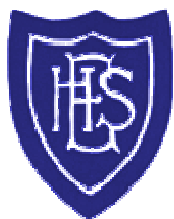
3 Summary of our equality analysis (i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

- In relation to RACE, the evidence we hold tells us:
 - ***All staff and pupils have equal opportunities.***
 - ***We need to continue to ensure we are pro-active in promoting all races in our school, with its high proportion of white British pupils and staff.***
- In relation to DISABILITY, the evidence we hold tells us:
 - ***SEND achievement is just below expectations when compared to national averages.***
 - ***Our School ethos, SEND Coordinator and LSA support is very good.***
- In relation to SEX, the evidence we hold tells us:
 - ***To work towards diminishing any gender differences in achievement and attainment.***
 - ***To continue to promote male role models within the school.***
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us:
 - ***General strategies of support would apply if required.***
- In relation to PREGNACY and MATERNITY, the evidence we hold tells us:
 - ***We have systems in place to support as required.***

- In relation to AGE, the evidence we hold tells us:
 - ***Good provision with direction through policies.***
 - ***All employees and visitors are treated with patience and understanding.***

- In relation to RELIGION and BELIEF, the evidence we hold tells us:
 - ***All religions and beliefs are welcomed and accommodated through learning and our school ethos.***

- In relation to SEXUAL ORIENTATION, the evidence we hold tells us:
 - ***We would support regardless of sexual orientation.***



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EQUALITIES OBJECTIVES AND ACTION PLAN

DATE OF PUBLICATION: September 2013; Updated September 2014

| Objective | Which protected group(s) will this most affect/influence | How will we know we have achieved the objective? | Lead and other key players | Actions | Annual Red/ Amber/ Green rating |
|---|--|--|---|--|---------------------------------|
| To continue to ensure we are pro-active in promoting all races in our school, with its high proportion of white British pupils and staff. | Race | All stakeholders feel included and not discriminated against in any way. Children have a better understanding of different cultures within our world. | Inclusion Manager Staff Governors | To continually look for opportunities to promote all races. By the end of the academic year 2014-2015 | Green |
| To work towards diminishing any gender differences in achievement and attainment. | Sex | Data trends show consistently less of a gender difference. | Inclusion Manager Staff | Data tracking termly. By Summer term 2015 | Green |
| To continue to promote male role models within the school. | Sex | Visitors are welcomed on a regular basis into the school for various roles. | Head | Identify opportunities within the curriculum. By Spring Term 2014 | Green |

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|--|------------|--|-------------------------|---|--------------|
| To work towards diminishing any achievement differences related to disability (SEND) | Disability | Data trends show no consistent disability differences. | Inclusion Manager Staff | Data tracking termly, Individual Programmes for Vulnerable Groups On going | Amber |
|--|------------|--|-------------------------|---|--------------|