



Public Sector Equality Duty and Equality Objectives Statement

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1 Public Sector Equality Duty and Equality Objectives Statement

At St John's Mead Church of England Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We are committed to ensuring equality of education and opportunity for all pupils.

Inclusion at St John's Mead Church of England Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole school policy – equality applies to all members of the school community: pupils, staff, governors, parents and community members.

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

2 Our principles:

We believe that school staff and governors should promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community

We see our first task as equipping pupils with an awareness of an increasingly diverse society. On such foundations, pupils will develop a sense of their own place in, and contribution to, a pluralistic society. The school acknowledges the complexity of society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. Thus,

- Discrimination on the basis of colour, culture, origin, sex, ability, political and religious belief is unacceptable in this school.
- Every pupil, member of staff and Governor will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
- The primary objective of this school will therefore be to educate, develop and prepare all our pupils, whatever their sex, colour, culture, origin or ability, for life.
- An equal opportunities philosophy will be practised by all staff.

Equality Act 2010:

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation.

The Governing Body of St John's Mead Church of England Primary School is responsible for ensuring that the School meets the requirements of the Equality Act.

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The Governing Body welcomes this responsibility and will:

- Ensure that everything the school does is fair, non-discriminatory and not put individuals or groups of people at a disadvantage.
- Ensure the school takes all reasonable steps to see that its employees do not carry out unlawful discriminatory actions or behaviour.
- Support and guide the school to have 'due regard' for equality in all its functions
- Ensure the school complies with the two new 'specific' duties to publish equality information and objectives.
- Hold equal opportunity at the heart of our vision with an insistence that all pupils will do well.

The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

3 How will we put this into practice?

3.1 Admission

The school follows the Local Authority Admission Policy, which does not permit (providing resources are available) sex, race, colour or disability to be used as a criteria for admission, augmented by creed and ability. This will be revised as the Local Authority change recommendations.

3.2 Registration

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

3.3 Discrimination

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the playground, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable and further action could be taken.

3.3.1 Pupils

If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration should be given to involving the parents. Racist and political symbols, badges and insignias on clothing and bags are forbidden in school.

Graffiti should be immediately removed.

3.3.2 Staff

The school values diversity amongst the staff. In all staff appointments, the best candidate will be appointed, based on strict professional criteria. All staff should be aware of possible cultural assumptions and bias within their own attitudes. In order to understand the background and experience of ethnic minority pupils and to raise expectations of their

potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism.

Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

3.4 The Curriculum

All pupils must have equal opportunity of access to the school's curriculum. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each pupil. The curriculum must be balanced, objective and sensitive, and must not highlight sexual and cultural diversity.

3.5 Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Pupils and staff must feel that their language or dialect is valued.

3.6 Resources

The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist. Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences.

4 The Public Sector Equality Duty

Since April 2011, schools have been bound by a part of the Equality Act 2010 called the public sector equality duty (hereinafter referred to as the PSED or the 'equality duty'). The equality duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups. Whilst there is now no requirement for schools to have these equality policies, schemes and/or action plans the Governing Body will ensure that there will be no discrimination, harassment or victimisation of a pupil or potential pupil because of their race, sex, disability, religion or belief, or sexual orientation, in accordance with the 'protected characteristics' in the Equality Act.

These 'protected characteristics' are :

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.
The new equality duty has two parts: the 'general' duty and 'specific' duties.

4.1 The general duty

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day to day activities impact pupils and staff.

Schools are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

4.2 The specific duties

The two specific duties for schools aim to assist them in meeting the general duty. These are:

- To publish information to show how they are complying with the equality duty. This must be updated at least annually
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

As a School we will publish information on :

The diversity of the school population and how we are performing in relation to the three aims of the equality duty.

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

4.3 How will we achieve equality?

The School makes 'reasonable adjustments' to ensure equality and that no pupil is placed at a substantial disadvantage. To make these reasonable adjustments we:

- plan ahead;
- identify potential barriers;
- work collaboratively;
- identify practical solutions through a problem-solving approach;
- ensure staff have the necessary skills;
- monitor the effects of the adjustments and this policy;
- consider the effect of any proposed change upon all members of the school community and the available resources.

5 St John's Mead Church of England Primary School Characteristics:

(The information is based on the RAISEonline 2016 Summary Report and Inspection Dashboard 2016).

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St. John's Mead is a Church of England Voluntarily Controlled Primary School with a Nursery Class. It is a larger than average primary school serving a culturally and socio-economically diverse local population in South Gloucestershire.

The proportion of pupils known to be eligible for free school meals is 13%, below the 2016 national average of 25%. Over 7% of pupils are from minority ethnic groups and 1% have English as an additional language, which are both well below national averages. 8% of pupils are from showground traveller families. The proportion of pupils with special educational needs is below average at 9% compared to national averages of 12% and in-line with national at 1% for children with statements or EHCP. The needs relate mainly to specific learning difficulty and speech, language and communication.

There have been no fixed term exclusions over the last 5 years. Attendance levels have been above national 2013 and 2014, but below national in 2015. Comparison data for attendance 2016 is not yet available.

Overall pupil levels of both attainment and progress at the end of Key Stage 2 are above national averages in Reading and Writing and in-line for Mathematics and significantly above national for greater depth in writing.

6 EQUALITY STATEMENT

6.1 Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

Publish equality Information to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)

Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

6.2 In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

6.3 Our Vision

‘Valuing Effort, Valuing Others, Valuing Self’

Our school instils in every child a sense of their own individuality. We enable pupils to identify and use skills and talents by engaging in a meaningful and exciting curriculum, leading to outstanding progress in all areas and taught by passionate and inspiring people from the teachers, to parents, to experts and fellow pupils. They will be able to engage in respectful relationships with others and will leave the school with a sense of responsibility and confidence, and with a thirst for further learning.

6.4 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 address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

6.5 Responsibility

We believe that promoting Equality is the whole schools responsibility:

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6.5.1 School Community Responsibility

Governing Body

- Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
- Monitoring progress towards achieving equality objectives.
- Publishing data and publishing equality objectives.

Head Teacher

As above including:

- Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.
- Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Senior Management Team

- To support the Head Teacher as above
- Ensure fair treatment and access to services and opportunities.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching Staff

- Help in delivering the right outcomes for pupils.
- Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.
- Design and deliver an inclusive curriculum
- Ensure that you are aware of your responsibility to record and report prejudice related incidents.

School Community Responsibility

Non Teaching Staff

- Support the school and the governing body in delivering a fair and equitable service to all stakeholders
- Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated
- Support colleagues within the school community
- Ensure that you are aware of your responsibility to record and report prejudice related incidents

Parents

- Take an active part in identifying barriers for the school community and in

- informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school to achieve the
- commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Pupils

- Supporting the school to achieve the commitment made to tackling
- inequality.
- Uphold the commitment made by the head teacher on how pupils and
- parents/carers, staff and the wider school community can be expected to be
- treated.

Local Community

- Members take an active part in identifying barriers for the school community and in
- informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school to achieve the
- commitment made to the school community in tackling inequality and
- achieving equality of opportunity for all.
- We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website, through newsletters, and by inclusion in our Prospectus.

6.6 Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

6.7 Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.