



# St. Andrew's CEVA Primary School Equality Duty Information September 2019

*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



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## 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

St. Andrew's CEVA Primary School is an inclusive, supportive school where pupils thrive. Behaviour & Safeguarding was graded as good at the time of the last Ofsted inspection (May 2017). The HMI interim visit May 2018 also showed behaviour was good.

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 100% of parents said that their children are happy and feel safe. Our curriculum, both in school and extra-curricular, is broad and balanced to enable all children to have successes and find their talents.



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We have strong recording and supporting systems in place to deal with any suspected bullying, racial or other prejudice incidents and these are recorded on Edukey and Sims and where needed recorded in the Incidents file. Any incidents are also reported to the Governing Body 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 good and all pupils are integrated effectively, including those that are disabled. We are proud of our success with Education, Health and Care Plan 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.



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## 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?
<b>Age</b>	Awareness of statutory school starting age Staff are 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 Harvest donations, choir visits; crèche at school productions Everyone is treated with dignity & respect.
<b>Disability</b>	Inclusion; access slopes; toilets; Medical Care plans, strong links with School Nurse, member of staff manual handling, Deaf Awareness Training, PECS and signs ,SEN provision mapping External agency engagement to ensure correct practice Site accessible & disabled parking spaces in car park	Accessibility plan Inclusion Manager Co-ordination Regular ongoing training for staff Ensuring all children have opportunity to take part in all activities and make adjustments accordingly, Staff training, use of external agencies and pupil awareness	Regular meetings with parents-encouraging their relationship with outside support groups & agencies Celebrating differences and achievements for all



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	Adapted toilet Highlytrained 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
<b>Sex</b>	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 Safer 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 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 Planned activities of interest to both sexes, inclusive improvement opportunities; Parents' views collected by asking constructive questions; PSHE; planned programme.
<b>Gender reassignment</b>	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



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<p><b>Race</b></p>	<p>Comparative analysis of data to ensure attainment &amp; 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</p>	<p>Tracking to ensure progress at pupil progress meetings &amp; data analysis meetings EAL interventions groups &amp; resources available Inclusive opportunities to all activities Visitors from a range of cultures Pastoral support available for parents &amp; children Equal opportunity employer – staff role models</p>	<p>Visitors from a range of cultures Collective Worship Values Connected Curriculum Positive role models Wider curriculum explores variety of cultures Ensuring the engagement of all of the school community in celebrations days/school events.</p>
<p><b>Pregnancy &amp; Maternity</b></p>	<p>Flexible time off for antenatal appointments, etc; re-training on return to work; Continuity of care &amp; teaching of pupils before &amp; during maternity leave;</p>	<p>Open discussions with regard to: Maternity policy Return to work policy Overlap/ catch up days</p>	<p>Opportunities for new parents to bring their child/ren in to visit; Invite staff to functions &amp; productions; Keeping in touch days Open discussion &amp; support provided to staff</p>



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	<p>Adjustment to hours of work to current needs with agreement such as part time using the Flexible Working Policy.          Fulfilling all obligations for maternity/ paternity leave/ medical and maternity appointments;          Choice of return date(s); Keeping in touch days offered;          Provision of childcare facilities for visitors          (feeding, changing, etc)          N/A for pupils at this time</p>		
<p><b>Religion and belief</b></p>	<p>Curriculum study involves a range of religions and promotes tolerance &amp; support of all types of belief and non-belief          Modern British Values curriculum          Prevent Duty in place          Feedback from visitors, Healthy Schools, Food Polic, multicultural values          School prospectus, mission statement; Collective worship policy, Inclusion policy, church links, foundation Governors hate / bullying incidents and measures put in place/ CAT Assembly</p>	<p>Curriculum that promotes understanding, tolerance &amp; support for individual belief/non-beliefs          Staff trained in Prevent Duty</p>	<p>Visitors from a range of religions          Assemblies cover key events in a range of religions          Values curriculum          Positive role models from a range of religions          Recognise the right to withdraw from some non-statutory events due to religion/ belief</p>



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<p><b>Sexual Orientation</b></p>	<p>Values system promotes respect for difference          Anti-bullying policy in place with reporting arrangements in place for incident logging &amp; monitoring systems          Equal opportunity recruitment policy          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          Recruitment policy that welcomes all 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          Positive role models          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          Same support for all parents and children regardless of orientation          Curriculum that promotes tolerance and respect for others          Staff choice of disclosure</p>
<p><b>Marriage or civil partnership</b></p>	<p>Values system promotes respect for difference          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          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          Positive role models          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          Same support for all parents and children regardless of orientation          Curriculum that promotes tolerance and respect for others          Staff choice of disclosure</p>



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Protected Characteristics	Engagement Aims of the general duty		
	<p><b>How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment &amp; victimisation?</b></p>	<p><b>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?</b></p>	<p><b>How do engage with protected groups in order to foster good relations between people who share a protected characteristic and those who do not?</b></p>
<p><b>Age</b></p>	<p>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. Track uptake of year groups for extracurricular activities.</p>	<p>We have a wide range of ages in the school community who all have equal access to community events &amp; are welcome to get involved in the school.</p>	<p>Arranging community events that encourage family members of all ages. Equal opportunities for all ages.</p>
<p><b>Disability</b></p>	<p>The school has an ethos that values all, regardless of protected characteristic.</p> <p>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.</p>	<p>Accessibility plan &amp; individual EHCPs updated, monitored &amp; evaluated regularly to ensure accessibility &amp; equality of opportunity, with adjustments made whenever necessary. Sen co co-ordination &amp; regular on-going training for staff plus the use of core offer team mean we are proactive in our approach.</p> <p>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.</p>	<p>Ethos of the school supports and values all pupils and encourages them to value and support difference within each other.</p>



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<p><b>Sex</b></p>	<p>Equal opportunities promoted amongst children and staff.          Equal curriculum access regardless of gender.          Full school commitment to equality regardless of gender across all policies          Track girls/boys progress in pupil progress meetings.</p>	<p>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.</p>	<p>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.</p>
<p><b>Gender reassignment</b></p>	<p>Not applicable at current time of publication but we would gather advice and support from the relevant agencies.</p>	<p>Not applicable at current time of publication but we would gather advice and support from the relevant agencies.</p>	<p>Deal with on a case by case basis;          Offer professional support or help signpost to suitable professional agencies &amp; provide opportunity to participate in the school community          Provide pastoral care/ nurture support to child and family.</p>
<p><b>Race</b></p>	<p>The school creates a culture where all individuals are valued, with Collective worship that promotes a range of cultural traditions.</p> <p>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.</p> <p>A clear behaviour policy ensures all groups feel safe and that any issues would be dealt with quickly</p>	<p>Black History Month celebrated          Curriculum engages with other countries and cultures.          School council/pupil surveys ensure all pupils have a voice.</p>	<p>Visitors from a range of cultures.          Assemblies Values.          Connected curriculum.          Positive role models.          Wider curriculum exploring a variety of cultures.</p>



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<b>Pregnancy &amp; Maternity</b>	The school has had successful returns to work after maternity, where keep in touch 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 keep in touch days to ensure that there is no disadvantage to staff.	Keeping in touch days Open discussion & support provided to staff.
<b>Religion and belief</b>	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.
<b>Sexual Orientation</b>	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.

### Effectiveness in promoting the 3 aims:

<b>Protected Characteristics</b>	<b>Equality Aims of the general duty</b>		
	<b>How have we engaged with the protected groups to eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How have we engaged with the protected groups in order to advance equality of opportunity?</b>	<b>How do we engage with protected groups in order to foster good relations?</b>



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<b>Age</b>	<b>Secure</b>	<b>Secure</b>	<b>On-going – Continue</b> to encourage parents, grandparents, wider community into school.
<b>Disability</b>	<b>Secure</b> – all efforts made to be inclusive including additional specialist training to ensure children are able to access all areas of the curriculum and remain in school full time. Accessibility Plan in place.	<b>Secure</b> – Specialist advice sought regularly Equipment sourced to support pupils full potential to achieve in school	<b>Secure</b> - parents views welcomed Building accessible for all
<b>Sex</b>	<b>On-going</b> - tracking and flexibly reacting to any gender data trends e.g. addressing girls' achievement and self-esteem in maths in boy heavy year groups.	<b>On-going</b> -Teachers being supported by SLT to address issues and focus on finding solutions. Resources directed to areas of need. This is on-going as data is constantly being revised and actions put in place to ensure there are no gaps emerging between male/female achievements and if identified rigorous action is put in place to address this.	<b>Secure</b> – within local community all sexes equally supported and provided for
<b>Gender reassignment</b>	<b>Not currently applicable</b>	<b>Not currently applicable</b>	<b>Not currently applicable</b> - would need to be aware of any community members with gender reassignment
<b>Race</b>	<b>Secure</b>	<b>Secure</b> - we remain aware of any gaps in attainment and achievement between groups such as Non- white British against cohort. Use EY data to advance equality of opportunity from entry into school onwards.	<b>Secure</b> - School Website shows evidence of engagement globally School stakeholders promote engagement with protected group in the governor questionnaire.
<b>Pregnancy &amp; Maternity</b>	<b>Secure</b>	<b>Secure</b>	<b>Secure</b>



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<b>Religion and belief</b>	<b>Secure</b>	<b>Secure</b> –SMSC opportunities within school are available in every year group and regular reflection takes place in Jigsaw books	<b>Secure</b>
<b>Sexual Orientation</b>	<b>Secure</b> Good awareness of this in the curriculum and ethos of the school.	<b>Secure</b> – ensuring appropriate language is used and attitudes shown to others within the protected characteristic are positive and fair. Anti-Bullying Policy in use.	<b>Secure</b> - parents, local community views gathered. Equal opportunities for same sex families. Support given to same sex parents as appropriate and requested.

### Equality Objectives & Action Plan

<b>Objective</b>	<b>How will the impact of the action be monitored?</b>	<b>Who is responsible for implementing?</b>	<b>What are the timeframes?</b>	<b>Early success indicators</b>	<b>Annual Red/ Amber/ Green rating</b>
Equality Duty Information in staffroom. Staff reminded regularly about the Equality Duty Information.	Learning walks. Lesson observations, pupil voice.	Inclusion Manager	Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Plan- copy on school website and awareness raised through school newsletter.	



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Monitor and analyse pupil achievement by vulnerable groups, gender and SEN and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Senior Management and teachers, Inclusion Manager/ Business Manager	Ongoing and formally 3x a year	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for some equality groups.	
Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Pupil Voice School Council Play Leaders	Senior Leadership Teachers	Ongoing	NSPCC assembly.	
Increased representation in Visitors for collective worship and connected curriculum – raising aspirations.	Register of visitors for collective worship or connected curriculum.	Senior Leadership Teachers	Ongoing	Increased role models visiting school. Varied cultural celebrations in Collective Worship. Focus on developing SMSC and PSHE curriculum.	
Ensure all pupils are given the opportunity to participate in school extra- curricular activities.	Monitoring of school clubs July 2019 - register of pupils who have attended clubs. Monitor termly registers.	FSW/Inclusion Manager	Ongoing	More children from the Disadvantaged pupils.	



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<p>Monitor gender attendance at clubs</p>	<p>Monitoring of school clubs- audit July 2019 for children who have attended school clubs.</p>	<p>FSW/Attendance &amp; Welfare Officer</p>	<p>October 2019</p>	<p>All genders taking up opportunities to attend.</p>	
<p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</p>	<p>PSHE assessments Visitor assembly records RE assessments</p>	<p>PSHE &amp; RE Leaders</p>	<p>Ongoing</p>	<p>Increased awareness of different communities shown in PSHE and RE books.</p>	
<p>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</p>	<p>Through pupil voice, collective worship and lesson visits.</p>	<p>Whole staff/ SLT</p>	<p>Ongoing</p>	<p>Children will demonstrate these values in school, and be able to demonstrate a deeper understanding of them through the wider school curriculum outcomes. Staff embrace values opportunities through curriculum planning.</p>	



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<p>To understand where we are as a school in relation to the recommendations in the "Valuing all God's children" document (guidance on challenging homophobic bullying).</p>	<p>Report to the FGB, minuted and shared with the Diocesan Advisor.</p>	<p>SLT and Governors</p>	<p>By July 2020</p>	<p>SLT &amp; governors are using the "Valuing all God's children" document to analyse where we are as a school against the recommendations (page 5 &amp; 6).</p>	
<p>To further close the attainment gap between pupil premium and non-pupil premium children within the school.</p>	<p>Pupil premium/FSM Ever 6 from all protected groups</p>	<p>Head Teacher/PP Governor and Teachers.</p>	<p>On going</p>	<p>Termly pupil progress meetings to discuss progress and acceleration strategies where necessary. Average outcomes &amp; progress of pupil premium children will be at least the same as non-pupil premium children.</p>	