



## Equalities Duty Information

The public sector Equality Duty 2010 has three aims under the general duty for schools/academies/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.

St Andrews CEVA Primary School has considered how well we currently achieve these aims with regards 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 setting of equality within policies and practice and identified gaps. Matrix 1
- Examined how our school engages with the protected groups, identifying where practice could be improved. Matrix 2
- Analysed our effectiveness in terms of equality. Matrix 3

**In all areas, whether secure or not, as a school to seek to constantly improve and seek additional opportunities to engage with and promote each protected group positively within our setting and our local community. This has been written following consultation with all stakeholders.**

**This Equality Duty will be reviewed annually.**



Matrix 1 - Equalities information already held

Protected Characteristics	Aims of the general duty		
	What evidence do we hold 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 do not?	How do we foster good relations between people who share a protected characteristic?
Race	Figures from different races; dressing up clothes; assemblies; reading schemes represent different cultures; PSHE curriculum; Philosophy for Children, work/displays, clubs International Award, PECs	carry out assessment using EAL(English as an Additional Language) stages of English French in the curriculum	Positive role models; posters; books; family groups; sharing resources & knowledge; inviting people from different cultures, multi – cultural days / weeks
Disability	Inclusion; access slopes; toilets; medical Care plans, strong links with School Nurse, member of staff manual handling, Deaf Awareness Training, PECS and signs	Staff training; pupil awareness; use of external agencies	celebrating difference;
Sex	M/F facilities (5 and 6 separate changing, WC etc); attainment and attendance data; safe recruitment policy; analysis of resources, school nurse talks	Planned activities of interest to both sexes; inclusive improvement opportunities; inclusive sports opp's; planned programme of role models in school; SEAL; parents' views collected by asking constructive questions; PSHE; planned programme of role models on staff team	Shared activities, involving
Gender reassignment			Deal with on a case by case basis; professional support

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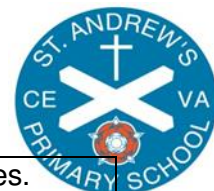
Pregnancy and Maternity	NA	NA	NA
Age	Awareness of statutory school starting age	Clubs open to all ages-running it and joining it	Harvest donations, choir visits; crèche at school productions
Religion and Belief	Feedback from visitors; Healthy Schools; Food Policy; multicultural values; photographs of multicultural week ; Section 48 inspection toolkit; School prospectus; mission statement;; collective worship policy; inclusion policy; church links, foundation Governors hate / bullying incidents and measures put in place/ CAT Assembly	Involvement with local faith groups/ churches; quality provision for children unable to participate in certain activities (Xmas, Easter, etc); RE curriculum,	Awareness of fasting (during Ramadan); visits to a range of places of worship; celebrating religious festivals; Jigsaw ; church use of school; School use of Church parish magazine contributions; visitors from other faiths/ Churches to share experiences
Sexual orientation	Jigsaw PSHE Scheme of work ; hate incidents & what put in place: Learning Mentor drop in		Circle time; literature (books/DVD)



Matrix 2 - Current engagement with protected groups

Protected Characteristics	Aims of the general duty		
	How have we engaged with the protected groups to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	analyse staff profile; letters in other languages; translators,	talking books;; family support worker	Visitors from different cultural backgrounds; using translators
Disability	analyse staff profile; questionnaire; 'experience' disability using blindfold, wheelchairs, etc	SENCo; areas of expertise (core offer team, autism support team, etc); family support worker	Enlarged print; disabled toilets; enhanced facilities for people with hearing, sight, mobility disability
Sex	Uptake of girls/boys extracurricular activities; track girls/boys progress to monitor equality	Opp's for both sexes to participate in extra-curricular activities (e.g. girls in football club, etc); boys reading; boys writing groups; girls maths groups; promoting non-stereotypical roles	Equal opportunities for both sexes
Gender reassignment	N/A	N/A	N/A
Pregnancy and Maternity	N/A	N/A	N/A
Age	Track progress of all year groups Track uptake of year groups for extracurricular activities	Opp's for all ages to participate in extra-curricular activities	Equal opportunities for both sexes
Religion and Belief	people of other faiths visit school; awareness of a need for some pupils to withdraw due to religion/belief circle time; school assemblies	Pupils visit different places of worship	Awareness of religious dietary needs; provide facility for people of different faiths to celebrate religious festivals; multicultural resources
Sexual orientation	Assemblies about verbal/physical	Involvement in Anti - Bullying policy	Anti -Bullying policy; meetings between

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	bullying; circle time; including same sex relationships when describing family units; same sex titles (Mr & Mr)	production; use of family support worker/school nurse to support children & parents.	affected parties.
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Matrix 3 - your setting's effectiveness in promoting each of the three aims

Protected Characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	<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
Disability	<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 and advice sought regularly sought and equipment sourced to support pupils full potential to achieve in school	<b>Secure</b> - parents views welcomed Building accessible for all
Sex	<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	<b>Secure</b> – within local community all sexes equally supported and provided for



		no gaps emerging between male/female achievement and if identified rigorous action is put in place to address this.	
Gender reassignment	<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
Pregnancy and Maternity	N/A	N/A	N/A
Age	<b>Secure-</b>	<b>Secure</b>	<b>Developing –</b> Encourage parents, grandparents, wider community into school.
Religion and Belief	<b>Secure</b> - on discrimination	<b>Secure</b> –SMSC opportunities within school are available in every year group and regular reflection takes place in SMSC books	<b>Secure</b> – we are auditing the amount of SMSC opportunities in order to raise its profile within the local community
Sexual orientation	<b>Developing</b> Awareness of this in SRE 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



## St Andrews CEVA Primary School Equalities Objectives & Action Plan Sept 2018

	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators	Annual Red/ Amber/ Green rating
<b>Publish and promote the Equality Plan through the school website, newsletter and staff meetings.</b>	Equality Policy in staffroom Staff reminded regularly about the Equal Opportunities Policy	Inclusion Manager		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	
<b>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.</b>	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 equality groups	
<b>Ensure that the curriculum promotes role models that young people positively identify with, which reflects the</b>	Register of visitors and assemblies	Inclusion Manager Senior Management Teachers	Ongoing	Increased role models visiting school. Varied cultural celebrations in assemblies. Focus on developing SMSC and PSHE curriculum.	





<p><b>school's diversity in terms of race, gender and disability. Increased representation in Visitors Assemblies</b></p>					
<p><b>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</b></p>	<p>Increase in pupil participation, confidence and positive identity – monitor displays and EM interviews</p>	<p>Inclusion Manager/Bus iness Manager and whole staff</p>	<p>Ongoing</p>	<p>More diversity reflected in school displays across all year groups- current photos show a range of race, gender and disability</p>	
<p><b>Ensure all pupils are given the opportunity to participate in school extra-curricular activities</b></p>	<p>Monitoring of school clubs July 2019 - register of pupils who have attended clubs</p>	<p>Inclusion Manager</p>	<p>From Sept 2018</p>	<p>More children from the Disadvantaged pupils</p>	
<p><b>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a monthly basis.</b></p>	<p>The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents</p>	<p>Staff, SLT and Business Manager</p>	<p>Reporting: end of every month</p>	<p>Teaching staff are aware of and respond to racist incidents and know how to report them</p>	
<p><b>Monitor gender attendance at clubs</b></p>	<p>Monitoring of school clubs- audit July 2018 for children who have</p>	<p>Inclusion Manager and PE subject leader</p>	<p>July 2019</p>	<p>All genders taking up opportunities to attend</p>	



	attended school clubs.				
<b>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</b>	PSHE assessments Visitor assembly records RE assessments	Member of staff leading on PSHE and RE, and Inclusion Manager	Ongoing	Increased awareness of different communities shown in PSHE and RE assessments'.	
<b>Promote National / British values in school</b>	Records of focused lessons/ programmes /assemblies	Whole staff/ SLT	Ongoing	Increased participation in focused activities that specifically raise awareness of British values.	
<b>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).</b>	Report to the FGB, minuted and shared with the Diocesan Advisor.	SLT and Governors	By July 2019	To utilise the "Valuing all God's children" document to analyse where we are as a school against the recommendations (page 4).	