



Name of School: **Earls Barton Primary School**

Committee/ Person(s) Responsible: **Head teacher / Governors**

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1.0		Statutory document	



Earls Barton Primary School

Education and Equality Act 2010

At Earls Barton Primary School we seek to value everyone, and our school is committed to equality in practice.

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, providing a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The term '**protected characteristics**' is used as a convenient way to refer to the categories to which the law applies.

The eight protected characteristics are:

- Race
- Disability
- Sex
- Gender Reassignment
- Pregnancy and maternity
- Age (as an employee)
- Religion or belief
- Sexual orientation

From 6 April 2011 all education settings have a general duty to annually publish clear information about how they have considered and acted upon three main equalities aims, which are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

In addition to the annual publishing of **equalities information**, education settings also have a duty to prepare and publish **equalities objectives** at least every 4 years.



The public sector Equality Duty 2011 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.

Our 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 of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- 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 very few incidents occur within the school, but there are robust procedures in place to deal with this if and when needed.
- the school and locality have low ethnic diversity and the ethnic mix of school community follows this pattern with only 5.5 % of staff and 8.6 % of pupils 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 are no current staff with disabilities.
- children/staff with temporary disability (crutches) have risk assessments carried out to ensure their safety within school.



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

- recruitment procedures are fair and consistent.
- school data is analysed by gender in achievement and progress, where gaps are identified actions are put in place to resolve this. However, school strives to ensure 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 learning and role play. Stereotypes are challenged.
- we raise the children's awareness of the range of families including step families and same sex families.
- diversity day explores these issues in age appropriate ways.
- the Governing Body membership (excluding associate members) is 64% female, 36% male.
- staff overall is made up of 96% female and 4% male.
- teaching staff is 90.5% female and 9.5 % 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 safer recruitment processes would be followed as for any applicant.

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

- no date of birth on application forms is required in order to ensure that the recruitment process does not discriminate on the grounds of age.

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

- in respect of staff, those taking maternity leave can apply to the Governing body to return to work on a flexible working pattern.
- paid leave is granted for maternity related appointments.
- free choice of leaving and return to work dates, keep in touch days facilitated.
- 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 AND BELIEF**, the evidence we hold tells us:

- schemes of work in RE cover a range of religions and beliefs.
- visits and visitors to enhance learning about different religions are encouraged.
- 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.
- 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 Equalities Evidence

Protected Characteristics	Aims of the general duty		
	How have we engaged with the protected group to eliminate unlawful discrimination 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	Letters provided in different languages if requested. Translator used if required. Views from all multi-ethnic parents sought as appropriate. EAL children tracked through school.	Access to family link worker. Lessons to explore races and culture. School house system promotes equality of race. Use of google translate in meetings and for letters home. Translators used as required.	All parents invited in to work with children in school. Visitors from different cultural backgrounds. Home visits before starting school. Language of the term displays in different languages.
Disability	Questionnaires to staff and parents. Additional time for tests (if required). Detailed Transition Plans for those children who require them.	SENCo; family support worker; reserved parking space and reserved seats at performances; single level access to most parts of the school; Home/School books; Home resources provided by school; regularly reviewed accessibility plan. Delivering of physio sessions by staff. Intimate care plans in place where needed.	Facilitating and liaison with physiotherapist visits and reviews within school. Disabled toilet, lift, making reasonable adjustments where required.
Sex	Uptake of girls/boys extracurricular activities; track girls/boys progress to monitor equality. Non discriminatory approach to school life. Gender neutral uniform.	Opp's for both sexes to participate in extra-curricular activities e.g. girls in football club, etc; promoting non stereotypical roles.	Equal opportunities for both sexes including residential visits and before and after school clubs.
Gender Reassignment	Signpost to local support groups		N/A



Pregnancy and maternity	Keeping in touch days, consideration for flexible working following new birth. Honouring appointments.	Flexibility for staff in relation to school events.	Children take part in good luck assemblies. Staff are encouraged to socially drop into school whilst off.
Age	All families invited to school events (assemblies, productions, curriculum in action) - including grandparents. Grandparent helpers in school- Beanstalk readers, local elderly residents invited into school.	Preparation for retirement and pension information for all. Significant birthdays celebrated.	Flexible working considered upon request.
Religion and Belief	People of other faiths visit school; circle time; school assemblies, curriculum links, parents from diff faiths sharing their experiences.	Pupils visit different places of worship; Celebration of significant religious events;	Awareness of religious dietary needs; provide facility for people of different faiths to celebrate religious festivals; multicultural resources; prayer arrangements.
Sexual Orientation	Staff Stonewall training. Assemblies about verbal/physical bullying; circle time; staff choice of disclosure; including same sex relationships when describing family units in UKS2 PSHE/SRE sessions; Sensitivity to children as they present concerns.	Use of family support worker/school nurse to support children & parents if required; transition focus if appropriate. Whole school diversity day.	Bullying policy; meetings between affected parties; positive attitudes. Sign posting to external agencies 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. The school endeavours to ensure that any disabled visitor or pupil is not disadvantaged and seeks outside agency support and advice when required. 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 good 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.

Earls Barton Primary 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 aspects of school life there are still improvements to be made. As staff become more confident with the online reporting and assessment systems the information gathered will become more rigorous and allows the school to address any issues quickly and confidently.



Staff have access to a wide range of information drawn from the following sources:

- ASP online data
- Attainment and progress data/ analysis
- Pupil Premium analysis and impact of funding
- Questionnaires
- Equality incident recording
- Complaints information
- Attendance monitoring
- Access arrangements
- Take up rate for activities
- OFSTED reports
- SEF
- Incidents of bullying/ Monitoring of behaviour within school.

Using this information we have identified that:

- There is a gap in writing attainment between boys and girls
- Barriers faced by our children with social, emotional and mental health (SEMH) difficulties may mean they do not take up as many opportunities as some other children.
- Barriers to attendance of children in receipt of pupil premium (PP) funding in extra curricula activities and experiences both in and out of school.
- Incorrect language is occasionally used as a derogatory term.



4. Equality Objectives

Equality Objective 1. Raise the attainment of boys in writing

- Why:** To narrow the gap in attainment that exists between boys and girls
- How:** Whole school Talk 4 Writing training, focus on planning, resources, quality texts, parental engagement and enjoyment.
- Outcome:** Improved standards and more children reaching age related expectations and greater depth.

Equality Objective 2. Advance Equality of opportunity

- Why:** To increase the participation of PP and SEMH children in activities to enhance experiences.
- How:** Access training for a member of staff to become an Emotional Literacy Support Assistant (ELSA). This will enable small group and 1:1 interventions to be put in place to support SEMH needs. Set up a PP allowance fund for each child that can be used to access the wider enrichment opportunities both in and out of school.
- Outcome:** Barriers to participation to SEMH and PP children will be reduced.

Equality Objective 3. Build commitment in the whole school community to the essential balance of responsibilities and rights, including the right not to be subject to hate crime.

- Why:** To embed work started and ensure that the impact of using derogatory terms to describe people from within protected characteristic groups is understood.
- How:** Through assemblies, PSHE, staff ongoing training and support, promote inclusion via our house system and what each individual stood for. Use the restorative approach to address any issues giving all parties a voice.
- Outcome:** Equality related incidents/ bullying will be reduced.



EQUALITY OBJECTIVE 4: To embed the new legislation as a Staff and Governing Body.

Why: To ensure compliance and share commitment to our values throughout the whole school community.

How: Ensure that all staff and governors are aware of the legislation and the School's objectives. Ensure that specific staff are aware of their particular role in delivering specific objectives. Feedback to Governing Body

Outcome: The school will comply with the legislation and the objectives, and in turn desired outcomes will be achieved.

Our equality objectives will be reviewed and published at least every 4 years.