



Public Sector Equality Policy and Objectives 2021-22



Our School Vision:

We are God's children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

All staff consulted: February 2022

Agreed by Governors: March 2022

This policy is to be updated as necessary but reviewed annually.



We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for some pupils extra support is needed to help them to achieve and be successful.

We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages. This information is reviewed and updated annually.

The equality duty supports good education and improves pupil outcomes. It helps us as a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps us to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.

Our school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded values: Courage, compassion, forgiveness and joy.

1. We strive to ensure that everyone is treated fairly and with respect.
2. We work passionately to make sure that our school is a safe, secure and stimulating place for everyone.
3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
4. We recognise that for some pupils extra support is needed to help them to achieve and be successful.
5. We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our school staff and pupil leaders.
6. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have



due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

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

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

1. Pupils from certain cultural and ethnic backgrounds
2. Pupils who belong to low-income households and pupils known to be eligible for free school meals
3. Pupils who have a disability, or who are in the process of being diagnosed as having a disability
4. Pupils who have special educational needs
5. Boys in certain subjects, and girls in certain other subjects.
6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations between people who share a protected characteristic and people who do not share it.

At Great Easton Primary School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

There are pupils at our school with different types of disabilities and these include:

1. Asthma & Eczema
2. Physical Disability
3. Attention Deficit Disorder



4. ASD (Autistic Spectrum Disorder)
5. Global Learning delay
6. Epilepsy

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
3. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels
4. We analyse our data to ensure we act upon any concerns in relation to the protected groups and the SenCo and Headteacher meet termly with teachers in Pupil Progress meetings
5. We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis
6. The whole staff team is concerned with closing gaps, this is reflected in the school's vision and values.
7. We give due regard for equality issues in decisions and changes we make.
8. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
9. We provide training to all staff in relation to dealing with bullying and harassment incidents. We are a Stonewall Champion school and staff are aware of the seriousness of homophobic bullying.
10. We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.



Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability: We are committed to working for the equality of people with & without disabilities:

- We provide good quality training for our staff on inclusion
- When required we gain external advice and support for many different professionals
- We promote positive links with our parents
- Specific targeted support where appropriate
- Annual reviews and One Plan meetings are undertaken to review progress and plan provision
- Liaising and working in partnership with a number of professional organisations
- A wide range of resources stored in an easily accessible central location
- Our school admissions criteria welcomes all pupils
- We work with local nurseries ensuring transition into Reception is effective & as smooth as possible
- Regular meetings with parents and carers
- We enable all pupils to learn about the experiences of people with disabilities and the discriminatory attitudes they often experience and how we can help prevent this
- We ensure that the curriculum and resources we use have positive images of people with disabilities
- Children experience a positive start. Parents and carers are kept well informed.
- Effective, positive relationships with parents and carers, school and home working in partnership to support the child.
- Effective inclusion of children with disabilities.
- Pupil voice shows that our children with additional needs are happy in school

Great Easton Primary: Public Sector Equality Duty Statement

This information describes how the Governing Body of Great Easton Primary School intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives is also part of the School Improvement Plan.



We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and those who do not share it.

We will collect and use equality information to help us to:

- Identify key issues - Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- Assess whether you are discriminating unlawfully when carrying out any of our functions
- Identify what the key equality issues are for our organisation.
- Assess performance
- Benchmark our performance and processes against those of similar organisations, nationally or locally
- Take action
- Consider taking steps to meet the needs of staff who share relevant protected characteristics;
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations;
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality
- Develop equality objectives to meet the specific duties;
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish on our website some information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.



The Single Equality Plan

These targets will ensure we promote a diverse society in the eyes of the children and treat all people fairly and with respect.

Written in line with the Equalities Act 2010 and Schools (DFE May 2014)

Equality Strand	Action	How will the impact of the action be monitored	Responsible Person	Timescale	Early success indicators
All	Publish and promote the Equality Action Plan through the school website, newsletter and staff meetings	Question about parent awareness of equality Policy and Action Plan in parent survey	Claire Jackman & Sharon Scott	Approve by Governors November 2021	Staff are familiar with the principles of the Equality Action plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Action Plan
All	The number of pupils working at ARE and greater depth is in line with National figures. Monitor and analyse pupil progress and attainment by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Data analysed by race, gender and disability, reports termly to governors	HT Claire Jackman Governing body	Data analysed termly as part of pupil progress meetings	Analysis of teacher assessments /annual data demonstrates no significant difference between groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation confidence and achievement levels	Claire J and class teachers	On-going. Planned for in Courageous Curriculum planning days.	Notable increase in participation and confidence of targeted groups
All	Promote spiritual moral social and cultural development through assemblies with reference to equality and diversity	Assembly planning file PSHE/RE assessments	Claire J	On-going	School community will be aware of and tolerant towards others' culture, religion, race, life choices and disability
All	Promote Restorative Practice across all stakeholders to empower positive resolutions, independence and resilience.	Reduction in negative behaviours. Pupil survey PSHE subject monitoring/reports	SLT PSHE lead, Laura, teachers and LSAs	On-going	All Stake holders are aware of Restorative practice



All	Where appropriate ensure displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Claire J and subject leaders	Reviewed termly by SLT and subject leaders	Diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Parliament (by election).	Increase in diverse pupil participation, confidence and positive identity	Claire J, Holly, Sam, Kathryn.	On-going	Diversity in membership

Equality Strand	Action	How will the impact of the action be monitored	Responsible Person	Timescale	Early success indicators
Homophobic bullying	Ensure all staff receive homophobic bullying training and include as part of induction programme for all new staff appointed. Identify, respond and report homophobic incidents (language and bullying) as outlined in the Single Equality Policy, report figures to the Governing body on a termly basis.	The head teacher/Governing body will use the data to assess the impact of the school's response to incidents i.e. can repeat perpetrators be identified, are pupils and parents satisfied with the response.	Claire J Governing body	Stonewall training to be booked for lead (Laura Wilson) and then all staff to receive homophobic bullying training, new staff as they arrive in school to receive training. Head teacher termly reports to Governors On-going	All staff are aware of and respond to homophobic incidents, staff are confident to tackle incidents of homophobic language and bullying. Consistent nil reporting is challenged by the Governing body Pupils are aware of homophobic bullying. Number of incidents of homophobic bullying are few
Pupil Premium pupils	Track pupils, plan effective quality first teaching, introduce specific interventions, enrich curriculum through visits/visitors and experiences	Tracking data, Intervention summaries Pupil premium trackers case studies	Claire J, Holly, Sam, Kathryn.	On-going	Pupil premium pupils performance is in line with national expectations
SEN pupils	Achieve a year on year (over three years) reduction in the attainment gap in English and mathematics at KS2 between pupils with a SEN statement/EHCP and their peers. Track children. Plan effective quality first teaching. Staff training into effective teaching of SEN children. Provide intervention/resources	Tracking Data, IEP Intervention case studies	Kathryn and Stacey	On-going	SEN pupils performance is in line with national expectations
Extremism	Ensure all staff and governors are aware of extremism and radicalisation and how it can affect pupils. Prevent agenda.	Increase in staff awareness and confidence	Claire J	Claire J Prevent update training December 2021.	All staff are aware of indicators of radicalisation and extremism and follow appropriate systems when issues arise. Staff feel confident



				New Staff and governors training as necessary	
Extremism	Protect pupils from extremism views including religious extremism views by helping pupils to have a balanced view as well as giving them coping strategies in dealing with what may be external pressures – assemblies PHSE lessons	PSHE/RE, pupil discussions	Claire J, Holly, Sam, Kathryn.	On-going	Pupils encouraged to and feel confident to share views and be tolerant of each other. All staff to monitor content of conversations and identify any areas of concern
Disability Equality Duty	To ensure where possible that the Governing Body and the staff represent the diversity of the school	Monitor applications as roles become available with the GB	Chair of Governors	On-going	Membership of the Governing Body evolves to reflect the diversity of the whole school
Race Equality	<p>Try to ensure that adult role models are reflective of a range of cultures.</p> <p>Ensure that the curriculum provides opportunities to learn about different cultures and ethnicities in this country and globally.</p> <p>Ensure staff feel confident in language to use and promoting the BLM agenda.</p>	<p>Through the staff appointment procedures be aware of the need to promote race equality.</p> <p>Invite a range of visitors to school where possible to promote race awareness. lewisa@st-marysprittlewell.southend.sch.uk</p> <p>Review the curriculum for Citizenship to ensure that across the school there is sufficient opportunity for all pupils to learn about different cultures</p>	<p>CJ and SL (PSHCE Leader)</p> <p>All staff.</p>	Ongoing	<p>Where equal outcomes to recruitment procedures are found, consideration to race equality issues will be employed.</p> <p>A range of visitors in school reflective of differing races and cultures.</p> <p>Curriculum map includes opportunities. Resources around the school reflect race equality.</p>
Sexual Orientation	Ensure that Sex & Relationship Education recognises diverse family structures. Continue work with whole school around the Stonewall training on LGBT agenda.	Ensure all staff respond appropriately to questions raised by children Use of assembly times.	Led by Laura Wilson, Claire J and teachers.	Ongoing	Pupils recognise that families are made from a range of gender and sexual orientations.
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Chinese New year, Christmas, Eid.	PSHE/RE assessments and assembly plans. Talking to children.	PSHE and RE subject leaders (Laura and Sam)	On-going	Increased awareness of different communities shown in PSHE/RE

