



Prettygate Schools Equality Policy and Information

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and 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 regard 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.
- 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 OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us:

- Racist incidents are rare but are dealt with promptly.
- The RE and PSHE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Policies include all children in our school.
- We have an increasing number of languages spoken at our school.
- Our pupils understand what it means to be a British Citizen. ● Our pupils understand our core values.
- All staff have completed 'Prevent' Training.

In relation to DISABILITY, the evidence we hold tells us:

- We have a low number of pupils with medical needs compared to other schools. ● Pupils, parents and staff with medical needs feel included in school life.
- We make “reasonable adjustments” for pupils with disabilities.
Pupils who transfer to our school make friends quickly and have a more positive experience than they did elsewhere.
- The PSHE and Citizenship curriculum addresses this in an age appropriate way in each year group.
- Assemblies address individual pupil’s needs and abilities in a way that they feel comfortable.
- We have good access for children with disabilities and will make reasonable adaptations where needed.
- We have a lift in the school that allows access to all floors.
- Very good proven procedures are in place to ensure smooth transitions between key stages and schools for disabled pupils.

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

- Boys and girls attain differently in English and Maths but this differs from cohort to cohort.
- All children have access to after schools clubs.
- All children from Year R to Year 6 have regular access to qualified Sports Coaches. Most teams are mixed gender.
- Our staff and older pupils challenge stereotypes.

In relation to Gender Reassignment, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate. ● We would make “reasonable adjustments” if notified of any issues as we have for other needs.

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

- Our Sex and Health and Relationships Education suits our pupil’s needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.
- All staff can ask to work hours to suit them on returning to work after pregnancy.
- Staff choose to return to work here after maternity leave.

In relation to RELIGION AND BELIEF, the evidence we hold tells us:

- Our collective worship is inclusive.
- We practice Equality and Diversity in Employment
- A wide and varied curriculum is covered by all children throughout our school.
- We have regular visiting Christian leaders for collective worship and welcome other faith visitors

In relation to SEXUAL ORIENTATION, (including L.G.B.T.),, the evidence we hold tells us:

- Our Sex, health and relationships education suits our pupil’s needs. ● We have an equal opportunity policy to address this.
- All staff have attended relevant training.
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff and some pupils.

- All children have full access to the curriculum and after schools club.
- Our children readily accept that all families are different and are made up of many different combinations of people.
- Our Core Values encourage pupils and staff to respect, treat equally, co-operate and ensure that everyone is happy. Pupils are able to articulate this in age appropriate ways.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEN rather than their economic disadvantage.

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to RACE, our self-evaluation tells us :

- We live in a mainly white community which means our pupils understanding of race issues are limited, although our school population is becoming more multi - cultural.
- We involve pupils and families.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.

In relation to DISABILITY, our self-evaluation tells us:

- Awareness raised by PSHE curriculum for all children is good.
- Our pupils are tolerant and understanding towards pupils with disabilities, particularly those who have A.D.H.D., autism or medical needs due to our open and honest discussion with pupils and parents about individual needs.
- Our Health and safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.
- Our SEN Information Report was written in consultation with parents, governors and members of the wider community.

In relation to SEX, our self-evaluation tells us:

- Data shows little significance between rates of progress for boys and girls and when there is a difference this usually follows national trends or is due to SEN.

In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Good liaison exists between school and the school nurse, play therapist and other agencies.
- Most staff return to work at school following maternity leave.

In relation to AGE, our self-evaluation tells us:

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Staff and Governor age is varied.

- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.

In relation to RELIGION AND BELIEF, our self-evaluation tells us:

- We have a wide and varied curriculum.
- We need to increase our Religious speakers from religions other than Christianity.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.), our self-evaluation tells us:

- Pupils and families tend to approach the school to discuss any issues however, through our Core Values, these issues are addressed regularly with all pupils in an age appropriate manner.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers. Discussions are held with these pupils and their parents as part of our normal reporting processes, with extra meetings if required.

Prettygate Schools
Single Equality Scheme Action Plan 2019-2022

Aim: To meet the duties of the Public Sector Equality Act 2010 and Equality Duty 2011

Key objectives:

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 relationships between people who share a protected characteristic and those who do not.

Actions identified A tick identifies which statutory duty/equality legislation the planned action is meeting R=race, D= disability, G=gender, SO = sexual orientation, A=age, R/B = religion or belief cc= community cohesion							Planned outcome	Planned actions	Timescale	Actioned by	Monitored by
R	D	G	SO	A	R/B	CC					
√	√	√	√	√	√	√	All staff are aware of the single equality scheme and have awareness of their responsibilities	Raise awareness of SES at: Staff meetings/curriculum discussion/ assessment meetings, induction/ KS reviews/SEN/ Behaviour records	Ongoing	SMT	HT & Govs
	√	√		√	√	√	Positive role models for gender/race/age more apparent in school. Staff and children understand and respect differences	Encourage male/grandparent volunteers in school (see healthy schools objective). Encourage grandparents/elderly in community to engage in life of the school – reading buddies,	Ongoing	SMT/ Subject Cords	HT SMT

<p>Actions identified</p> <p>A tick identifies which statutory duty/equality legislation the planned action is meeting</p> <p>R=race, D= disability, G=gender, SO = sexual orientation, A=age, R/B = religion or belief</p> <p>cc= community cohesion</p>							Planned outcome	Planned actions	Timescale	Actioned by	Monitored by
								<p>spelling buddies, open days etc. Help with gardening club. Arrange visits, assemblies from culturally diverse agencies, eg Ugandan teachers, local faith leaders, links with PSHE/P4C.</p>			
√	√	√	√	√	√	√	<p>Canvas opinions of all parents in order to help shape school evaluation and SDP. Pupils are involved through School Council. Conduct Pupil Voice survey.</p>	<p>Ensure returns of surveys are representative of the breadth of school community</p>	Ongoing	SMT	HT Govs
√	√	√	√	√	√	√	<p>All school policies, procedures and practices are genuinely accessible and meet the needs of staff and local community in relation to age, disability, gender, race, religion and belief and sexual orientation.</p>	<p>All school documents/policies contain SES statement. Equality impact assessments identify impact on school population/community. Annual report to Govs on progress of SES and action plan</p>	Rolling review/ongoing	SMT	HT Govs
√	√	√					<p>Gap between boys and girls, protected groups attainment is narrowed where it is found. Stereotyping is challenged</p>	<p>Rigorous analysis of pupil progress meetings and data Planning shows evidence of “narrowing the gap” activities where necessary. Resources etc are not stereotypical of protected groups.</p>	Ongoing (half termly at least)	SMT All staff	HT Govs

