

Plympton St Maurice Primary School

Equalities Information

Date of publication : April 2012

The Public Sector Equalities 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 9 protected groups : Age, Disability, Gender Re-assignment, Marriage/civil partnerships, Pregnancy/maternity, Race, Religion & belief, Sex (gender), Sexual orientation (Age and Marriage/civil partnership are not relevant in relation to Equalities data relating to pupils.)

In compiling this equality information we have ;

- Identified evidence already in place within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

Below is an overview of our findings :

Protected Characteristics	Aims of the general duty		
	<b>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</b>	<b>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</b>	<b>How do we foster good relations between people who share a protected characteristic and those who do not?</b>
Race	<ul style="list-style-type: none"> <li>- Race equality policy</li> <li>- Anti-bullying policy</li> <li>- Recording, reporting and following up of incidents of racial bullying/abuse</li> <li>- SMSC considerations across all curriculum areas.</li> <li>- analysis of data and monitoring of attainment and progress of BME children</li> <li>- International Schools Mark</li> <li>- Equalities governor</li> <li>- Liaison with Police Equalities Officer - assemblies, workshops with year groups</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy stories from other cultures</li> <li>- Celebrate where we come from display</li> <li>- E.R.I.S. - KS1 and 2 working together.</li> <li>- Heles' school primary languages event</li> <li>- SEAL</li> <li>- range of books in class book corners, from around the world</li> </ul>	<ul style="list-style-type: none"> <li>- resources represent a multi-ethnic world.</li> <li>- library book scheme encourages children to read a range of books from other cultures.</li> <li>- involvement in Plymouth Respect festival</li> <li>- invited parents of children from various cultures to come and share aspects of their culture e.g., music, cooking.</li> <li>- Diversity workshop - Street dance</li> <li>- Keyhole Garden /Send a cow Project -links with Ghanaian farmer</li> <li>- Multicultural weeks - promoting ethnic diversity within our school.</li> </ul>

Disability	<ul style="list-style-type: none"> <li>- SEN policy</li> <li>- Anti-bullying policy</li> <li>- Disability governor</li> <li>- Analysis of data and monitoring of attainment and progress of SEN children</li> <li>- Membership of Plymouth Excellence Cluster</li> <li>- IEP reviews with parents</li> <li>- Provision map</li> <li>- Reports from outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>- Learning mentors</li> <li>- Use of I.E.P.s</li> <li>- School access ramps and toilets</li> <li>- Play therapy</li> <li>- Socially speaking groups</li> <li>- Use of adult support to allow children to access curriculum</li> <li>- Specific interventions targeted to remove barriers to learning ie. Social and emotional skills groups, precision teaching, Play Therapy.</li> <li>- Outside agencies approached to provide advice on necessary provision and support strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- links with local Special Needs School - Longcause</li> <li>- attendance at Big Arts Festival alongside children with disabilities</li> <li>- singing songs at local home for partial sighted and blind people of all ages.</li> <li>- Extra curricular clubs open to all.</li> <li>- Mixed ability groupings for some lessons.</li> <li>- Promote talents of pupils with disability to allow them to be equal to or lead their peers in certain aspects of the curriculum.</li> </ul>
Sex (gender)	<ul style="list-style-type: none"> <li>- Analysis of data and monitoring of attainment and progress of boys / girls</li> <li>- Pupil questionnaires</li> <li>- Offering a range of extra-curricular opportunities at the school</li> <li>- promoting a range of extra-curricular opportunities out of school</li> </ul>	<ul style="list-style-type: none"> <li>- More boy related topics</li> <li>- School council Representatives of both genders from each year group.</li> <li>- Specific sporting events for girls in areas normally associated with boys.</li> </ul>	<ul style="list-style-type: none"> <li>- mixed gender groupings in classrooms</li> <li>- children paired as talk partners and work partners</li> <li>- range of texts used in class from male and female authors</li> <li>-encourage both sexes to attend all clubs</li> </ul>
Gender reassignment	Not applicable in our school		

Pregnancy and Maternity	Not applicable in our school		
Religion and Belief	<ul style="list-style-type: none"> <li>- curriculum follows Devon SACRE units of study - range of religions explored</li> <li>- year 5 &amp; 6 topics explore creation stories from a variety of world religions along side Big Bang theory</li> <li>- R.E. policy</li> <li>- SMSC considerations in all medium term planning</li> <li>- Year 5 and 6 WW2 topic linked to Judaism and persecution</li> </ul>	<ul style="list-style-type: none"> <li>- topics include opportunities for children to make links with their religion and beliefs to complement the learning of the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- regular assemblies from religious groups in local area</li> <li>- school services held in local church</li> <li>- representatives from different religions visit to talk to children</li> <li>- children from all religions, encouraged to talk about and share their beliefs with classes.</li> </ul>
Sexual Orientation	Not applicable in our school		

In order to address any gaps identified or to further enhance our current work for the Single Equality Scheme, based on our findings, below are our current equality objectives:

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 and those who do not?
Race	Not identified as a focus of this year's equality scheme		
Disability	1. Gather and analyse attendance data for children with SEN or disability.	2. Widen the range of extra-curricular activities offered in school.	3. Invite parents of children with SEN to meet and share experiences and thoughts, ideas with SENco and Senior Leaders.
Sex (gender)	4. Survey and compare results for boys & girls on their attitude towards literacy and numeracy in school.	5. Evaluate the range of reading materials available in our school library - texts to engage both sexes.	
Gender reassignment	Not applicable in our school		
Pregnancy and Maternity	Not applicable in our school		
Religion and Belief	Not identified as a focus of this year's equality scheme		
Sexual Orientation	Not applicable in our school		