

EQUALITY ACT 2010

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PUBLIC SECTOR EQUALITY DUTY 2011 WORKBOOK -extracts

On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This duty replaces the existing race, disability and gender equality duties.

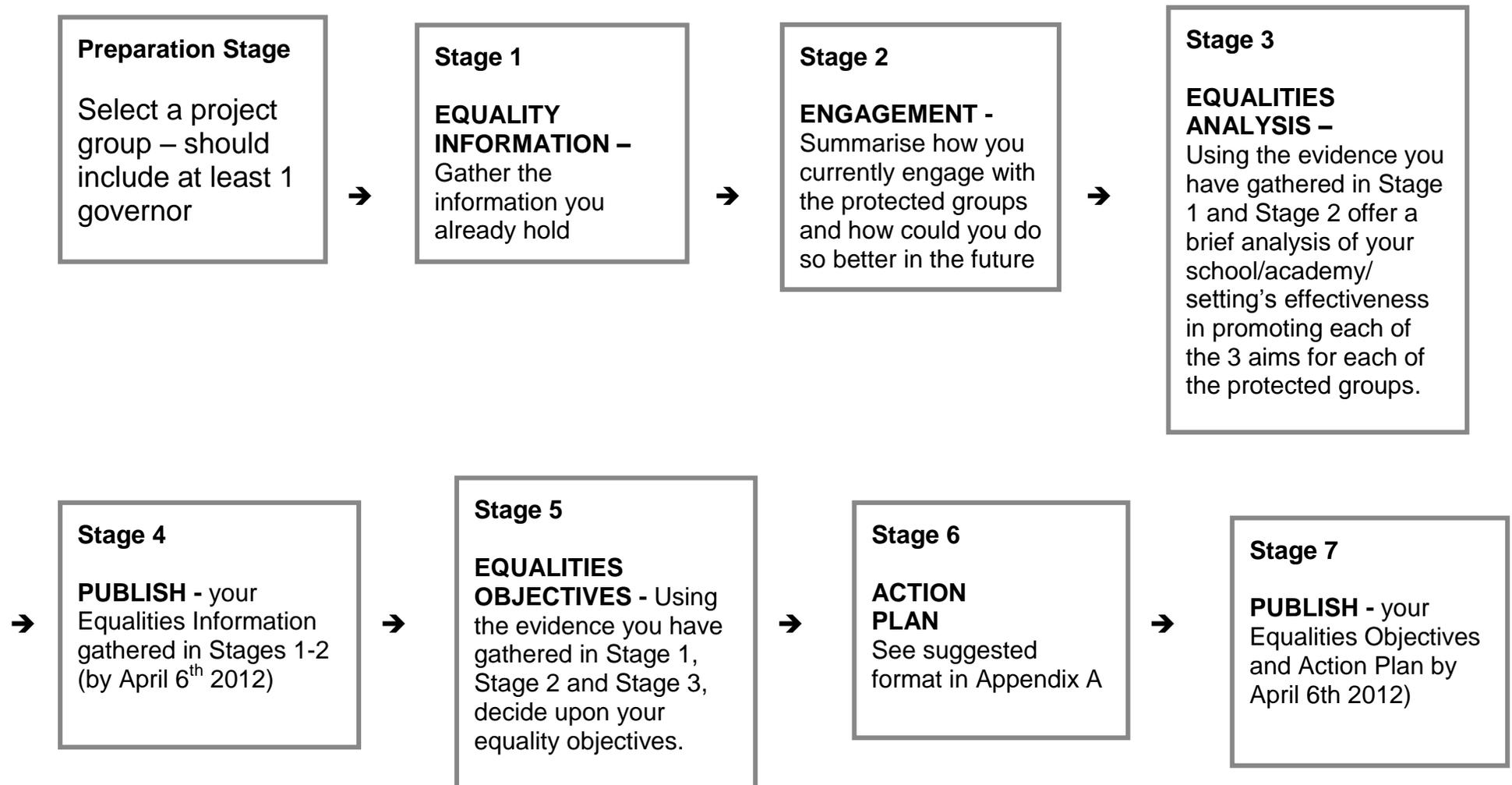
The 3 aims of the General duty is:

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.

The aim of this workbook is to help you meet the legal requirement. It is a tool to assist schools, academies and settings in assembling their evidence in order to carry out their two **specific duties** in relation to the Equality Duty:

1. **Publish equality information annually** to provide as complete and clear a picture as possible of how your setting or centre has due regard to the need to eliminate discrimination and harassment, advance equality and foster good relations, and what you have achieved as a result
 - Evidence of equality within policies and practice.
 - Engagement.
2. **Prepare and publish equality objectives at least every 4 years**

Process to follow using guidance notes below





ROACH VALE PRIMARY SCHOOL

EQUALITIES INFORMATION

DATE OF PUBLICATION: April 2016 (NB must be updated annually)

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 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:
 - The school has low number of children from non White British background (12%) although this is increasing
 - The school has very low number of children whose first language is not English (5.5%)
 - In Year 1 in 2015 all children from non-white British groups achieved the expected standard in the phonics screening check.
 - At KS1 children from non-white British backgrounds have higher APS than White British in all three areas.
 - At KS2 children with EAL have lower APS scores in both English and maths when compared with children whose first language is English (2015)
 - At KS2 all non-white British children who had joined the school before entering Year 6 had an APS in line with white British children.
 - Understanding of and appreciation for people from different races is encouraged through displays, visits and visitors, listening to music etc
 - French and Spanish are taught as part of the curriculum
 - The school works with interpreters as necessary
 - All school documents can be translated upon request
- In relation to DISABILITY, the evidence we hold tells us:
 - 17% of children have a special educational need (Jan 2016)
 - 1% children have a physical disability (April 2016)
 - Provision is made to enable children with a disability to take part in activities, assessments etc alongside other children
 - The school has made adjustments to the building to ensure accessibility for all
- In relation to GENDER, the evidence we hold tells us:
 - 51.8% of the school population is female (July 2015)
 - At KS1 girls have higher APS than boys in Writing but boys have higher APS than girls in maths and Reading
 - At KS2 girls have higher APS scores than boys in both Reading & Writing. Boys have higher APS in maths
 - All curriculum PE and sport takes place in mixed groups
 - All teaching takes place in mixed groups unless individual ability demands the formation of a group that happens to be single sex.

- In relation to RELIGION OR BELIEF, the evidence we hold tells us:
 - The school follows the County Agreed syllabus for RE
 - Assemblies help to promote understanding and awareness of other world faiths
 - Circle Time sessions are regular throughout the school to enable discussion about belief
 - Families from a range of cultural/religious backgrounds are encouraged to talk to their child's class about lifestyle etc
- In relation to SEXUAL ORIENTATION, the evidence we hold tells us:
 - Children feel confident in themselves
 - Bullying is rare and is dealt with well when it does occur
 - School works hard to build self esteem through providing children with a wide variety of activities and learning experiences to help them develop a knowledge of their own strengths and weaknesses
 - All children in Years 4,5 and 6 take part in the SHEU survey once per year
 - The school promotes a Growth Mindset ethos.
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us:
 - Children feel confident in themselves
 - Bullying is rare and is dealt with well when it does occur
 - Children are encouraged to take part in activities regardless of gender
- In relation to PREGNANCY OR MATERNITY, the evidence we hold tells us:
 - Year 5 children undergo a three week programme of sex education
 - Children absent for long periods of time are provided with programmes of work

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

- In relation to RACE, our self-evaluation tells us :
 - The school works hard to broaden the children's view of the world.
 - We acknowledge that the children have a limited experience of non white British families and so the school must try to redress the balance
- In relation to DISABILITY, our self-evaluation tells us:
 - The school caters well for children with a range of disabilities and ensures that they are enabled to achieve their full potential.
 - The school ensures physical access to the building is possible for all

- In relation to SEX, our self-evaluation tells us:
 - We must maintain our approach to enabling children of both sexes to access all curriculum activities.
 - Some out of school activities may be single sex if there is an issue about strength or safety eg girls and boys competing against each other in athletics may be unfair at Year 6 when children’s muscle strength is beginning to develop.
- In relation to RELIGION OR BELIEF, our self-evaluation tells us:
 - We must continue to search for visitors who represent major world faiths who are appropriate to talk with our children or will lead an assembly.
 - We must continue to encourage children to think about their own beliefs and feelings and to have confidence in those even if they are different from those of other people.
- In relation to SEXUAL ORIENTATION, our self-evaluation tells us:
 - We must continue to give equal access to all classroom activities so that prejudices are prevented from developing
 - We must continue to help parents to understand that tolerating difference is not a weakness.
- In relation to GENDER REASSIGNMENT, our self-evaluation tells us:
 - We must continue to support all children whatever their needs and must give children the opportunity to talk with staff members away from other children if they need to
 - We must continue to treat children with respect and not allow them to be belittled or humiliated
- In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:
 - We must continue to provide opportunities for children and parents to talk to the school

APPENDIX B
ROACH VALE PRIMARY SCHOOL
EQUALITIES OBJECTIVES AND ACTION PLAN

Published April 2016 (NB must be updated at least every 4 years)

Objective Please give an end date/timescale to each action (i.e. by)	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions Please give an end date/timescale to each action (ie by.....)	Annual Red/Amber/Green rating
Repaint step edges where they exist so that they are easily visible to partially sighted	Disability	Clear edges to all steps	Serena Williams Terry Dennis	Action summer 2016	A
Encourage speakers/visitors who will talk to the children about different religions & beliefs	Religion/Belief	Assemblies will regularly be led by speakers from different religious backgrounds and beliefs	RE team	RE team continue to research and make contact with appropriate speakers	A