



EQUALITY DUTY - COMPLIANCE WITH SINGLE EQUALITY ACT (SEA)

Policy Agreed by the Governing Body

SWANNINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

EQUALITY DUTY – COMPLIANCE WITH SINGLE EQUALITY ACT (SEA)

REPORT TO GOVERNORS

1. How we eliminate discrimination and other conduct that is prohibited by the Act:

As a matter of course, Swannington staff are reminded about the compliance and importance of the Equality Act and ensure that all work undertaken complies and promotes equality of access and participation for all.

LIST OF SWANNINGTON POLICIES WHICH DEMONSTRATE COMPLIANCE WITH 'SEA' AND RELEVANT LINKS IN ITALICS:

NB: *all aspects of Equality covered* refers to disability, race, gender, anti-homophobic, faith, cultural

Document Name

Behaviour and Discipline Policy – *all aspects of Equality covered*
Special Educational Needs – *all aspects of Equality covered*
Intimate Care Policy – *all aspects of Equality covered*
Whole School Monitoring Policy – *all aspects of Equality covered*
Employee Attendance – *all aspects of Equality covered*
Pupil Records and Access Policy – *all aspects of Equality covered*
School Uniform Policy – *all aspects of Equality covered*
Inclusion Policy – *all aspects of Equality covered*
Safeguarding Policy – *all aspects of Equality covered*
Charging Policy – *all aspects of Equality covered*
Disability Equality Policy – *disability*
Equal Opportunities – *all aspects of Equality covered*
Social, Moral, Spiritual and Cultural (SMSC) – *all aspects of Equality covered*
Whole School Pay Policy – *all aspects of Equality covered*
Restructuring and Redundancy Policy- *all aspects of Equality covered*
Whole School Food Policy – *all aspects of Equality covered*
Guidance for Safe Working Practice for the Protection of Children & Staff in Education Settings – *all aspects of Equality covered*
Race Equality Policy – *all aspects of Equality covered*
Health and Safety - *disability*

All aspects of Equality covered unless specified;

- ENGLISH
- MATHS
- SCIENCE
- INFORMATION COMMUNICATIONS TECHNOLOGY
- DESIGN TECHNOLOGY
- HISTORY
- GEOGRAPHY
- MUSIC
- ART
- P.E.
- R.E.
- MFL (French) POLICY
- SEN
- CURRICULUM POLICY STATEMENT
- MORE AND VERY ABLE
- COLLECTIVE WORSHIP
- HOME SCHOOL AGREEMENT
- EARLY YEARS POLICY
- SPIRITUAL, MORAL, SOCIAL & CULTURAL
- Other documents for website
- Prospectus
- School Profile

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it:

Our policies and procedures outlined above articulate how we remove or minimise disadvantages that could be suffered by particular groups.

Below are the Gender, Race and Disability Schedules for targeted work / Equality Objectives throughout Swannington;

Cultural and race equality

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> • Continuation of tracking ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation. 	Headteacher	Ongoing	<p>Ensure provision and achievement for all groups is at expected or beyond standard.</p> <p>Ensure attendance of ethnic minority groups is monitored and is equal to or above whole school percentage.</p>
<ul style="list-style-type: none"> • Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people. 	All staff	Ongoing	<p>Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.</p>

<ul style="list-style-type: none"> Continue to develop links with schools from different countries / cultures 	All staff	Ongoing Review in Summer 2012	Ensure children continue to develop their understanding of all cultures and religions
<ul style="list-style-type: none"> Continue to monitor all racist incidents and to report any incidents to the LA and governing body as necessary. 	All staff	Ongoing	Continued excellent levels of racial tolerance and understanding
<ul style="list-style-type: none"> To conduct pupil interviews relating to cultural awareness 	R.E./P.S.H.E. Co-ordinator	Summer 2012	To continue to monitor the level of cultural awareness

Gender Equality

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> Continuation of tracking both genders in all aspects of their achievement and attendance 	Headteacher	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard.
<ul style="list-style-type: none"> Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people 	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<ul style="list-style-type: none"> Continue to ensure subjects which are traditionally 'boy' or 'girl' related (e.g. aspects of PE) are equally accessible and promoted to both genders Continue to monitor extra-curriculum participation is representative of both genders. 	Monitored by all staff – ensuring both genders are involved in teams such as netball etc.	Ongoing	Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum.
<ul style="list-style-type: none"> Continue to monitor all sexist incidents and report any incidents to the LA and governing body as necessary. 	All staff	Ongoing	Continued excellent levels of gender tolerance and understanding.

Disability Equality

Action	By whom	By when	Expected Outcomes
<ul style="list-style-type: none"> Continuation of tracking all abilities including various groups of SEN children, in all aspects of their achievement and attendance. 	Headteacher and SENCO	Ongoing	Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of all SEN children is monitored and is at least at expected levels.
<ul style="list-style-type: none"> Continue to use SEAL and PSHE to reinforce school ethos of equality, tolerance and understanding of all people. 	All staff	Ongoing	Ensure children continue to develop their levels of tolerance and understanding of all cultures and races.
<ul style="list-style-type: none"> Continue to ensure subjects (e.g. aspects of PE) are equally accessible and promoted to all regardless of any disabilities. Continue to monitor extra-curriculum participation is representative of all abilities. 	Monitored by all staff P.E.co-ordinator	Ongoing Ongoing	Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum. Ensure all abilities have equal access and promotion to all areas of the extended curriculum.
<ul style="list-style-type: none"> Continue to monitor all incidents 	All staff	Ongoing	Continued excellent levels of disability

relating to persecution and report any incidents to the LA and governing body as necessary.			inclusion awareness.
<ul style="list-style-type: none"> Continue to ensure persons with any disability are portrayed in a positive light throughout the school. 	Headteacher and all Staff	Ongoing	Displays and work in school portray persons with disabilities in a positive light.
<ul style="list-style-type: none"> Continue to ensure that access to every physical area of the school is appropriate for all persons regardless of any disability. 	Headteacher and Governing Body	Ongoing	Health and Safety Governor annual inspection / School survey conducted by LA.
<ul style="list-style-type: none"> To ascertain views of those pupils / staff who have disabilities to ensure that consultation and actions (if required) are taken. 	Headteacher and relevant staff	Ongoing	Ensure any persons with a disability recognise they have the right to state any issues they may have and indeed witness that the Head, SLT, Governing Body will act upon any issues to best resolve them.

As is highlighted above, our data tracking and target setting ensures that all 'groups' (e.g. gender, free-school meals, race etc) are examined as a matter of course. Any discrepancies are highlighted and appropriate measures are put into place to minimise and/or improve the academic achievement of any 'group'.

3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it:

As highlighted in the schedules above, and particularly within curriculum policies, our thorough work in promoting tolerance, respect and understanding of those people with disabilities, those with differing cultures etc is effective in fostering good relationships.

Our work with neighbouring schools, multi-faith approaches, PSHE and SEAL work provides the pupils with experiences to help them develop these relationships. Future plans to develop links with multi-cultural schools and schools in different countries will also enhance these relationships.

Evidence

- No numbers of reported racist incidents;
- No numbers of reported bullying incidents;
- No sexist or homophobic reported incidents;
- No reported incidents relating to disability discrimination;