

COSGROVE VILLAGE PRIMARY SCHOOL

EQUALITIES INFORMATION

March 2013

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.

A SUMMARY OF OUR EQUALITY INFORMATION

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	<p><i>Any cases of racist behaviour are dealt with and any racist incidents are recorded and monitored through SIMS, a monthly behaviour report being sent to the LA.</i></p> <p><i>All racist comments or perceived comments are logged with the LA and police.</i></p>	<p><i>SEAL programme on 'good to be me' used throughout the school.</i></p> <p><i>Uniform policy in place.</i></p> <p><i>Involvement and encouragement to participate in all activities where appropriate.</i></p> <p><i>Take up of after school activities.</i></p>	<p><i>PSHE curriculum – see Northamptonshire PSHE Folder – lessons and assemblies develop individuals and sense of citizenship.</i></p> <p><i>Teach French and greeting in other languages.</i></p> <p><i>Staff model appropriate behaviour and vocabulary to the children.</i></p>
Disability	<p><i>SEND evidence and tracking showing progress of SEND pupils.</i></p> <p><i>Specific Disability Questionnaire issued to parents of all new entrants to collect information.</i></p> <p><i>Any disabilities recorded on SIMS pupil database.</i></p> <p><i>Health checks made by school nurse in specified year groups.</i></p> <p><i>PSHE plans/lessons raise awareness.</i></p> <p><i>School building accommodates people with disabilities.</i></p> <p><i>Staff record whether they 'consider themselves to have a disability' on appointment and this is recorded on the SIMS staff database.</i></p>	<p><i>SEAL programme,</i></p> <p><i>Inclusion of all in every activity, intra and extra curricular.</i></p> <p><i>Accessibility plan</i></p> <p><i>Transport to out of school events</i></p> <p><i>Support staff available to assist children who need help as appropriate.</i></p> <p><i>Ramps in situ for accessibility.</i></p>	<p><i>Positive reaffirming of supportive and caring behaviours – circle times, Celebration assemblies etc.</i></p> <p><i>PSHE lessons/assemblies raise awareness of people with disabilities.</i></p> <p><i>Use of buddies to help support children who are new, injured or need support.</i></p> <p><i>SEND children supported in and out of lessons through open understanding by many adults working in school (high pupil:staff ratio).</i></p> <p><i>Disabled parking space available in car park.</i></p>

Sex	<p>Admission form collects relevant data.</p> <p>Attainment data is analysed collectively and in gender groups. Curriculum, both intra and extra, show mixed gender attendance. Planning shows pair and group activities that are mixed gender. Boys and girls are separated on residential trips. Staff adverts are non-gender specific.</p>	<p>All pupils included in every activity, intra and extra curricular whatever gender – football, tag rugby, dance, cooking etc. National salary scale for employees.</p>	<p>PSHE lessons/assemblies raise awareness of differences and equality.</p> <p>Family groupings at lunch and when participating in many school activities, trips, buddy reading, etc.</p> <p>Sex and Relationship lessons, with involvement of school health team.</p>
Gender Reassignment	<p>Disclosed information would be kept confidential.</p>		
Pregnancy and Maternity	<p>Staff encouraged to share information when appropriate. Risk assessments carried out.</p>		<p>Sex and Relationships lessons with involvement of school health team.</p> <p>Pupils taught about difference/different families.</p>
Age	<p>Admission form collects relevant data.</p> <p>Data relevant and confidential in accordance with Acceptable Use Policy.</p> <p>Children are catered for in lessons accordingly.</p> <p>DOB of staff not requested on application form to avoid age discrimination.</p>	<p>Age-appropriate lessons are planned and delivered.</p> <p>Age-related opportunities given, i.e. clubs available for all year groups.</p>	<p>Equal opportunities for all children.</p> <p>Range of adults of different ages working/volunteering in school.</p>
Religion and Belief	<p>Information collected on admission form and response recorded on SIMS pupil database. Non-denominational school. Celebration of diversity. All religions and none welcome in our school. Religion of staff collected on Recruitment & Selection Monitoring form and, if provided,</p>	<p>Alternative arrangements made for other religions, e.g. allowances for observation of Ramadan, etc. Religious and non-religious songs sung in collective worship and singing assembly.</p>	<p>Books in the library pertaining to different cultures and religions. Northamptonshire RE Syllabus followed and visitors from various religions welcomed to assemblies. All children and adults welcome to participate in activities, celebrations, etc.</p>

	<i>recorded on SIMS staff database.</i>		
Sexual Orientation	<p><i>Disclosed information would be kept confidential.</i></p> <p><i>Any cases of homophobic behaviour are dealt with and recorded on behaviour management section of SIMS pupil database.</i></p> <p><i>Behaviour incident report sent to LA monthly.</i></p> <p><i>All homophobic comments or perceived comments are logged with the LA and police.</i></p>	<p><i>SEAL 'Good to be me'.</i></p> <p><i>Assemblies and circle time.</i></p>	<p><i>Sex and Relationships education and PSHE lessons raise awareness of differences and equality.</i></p>

A SUMMARY OF OUR EQUALITY ENGAGEMENT

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	<i>SEAL assemblies and circle time. No incidents in recent years.</i>	<i>Celebration and recognition of different religious and cultural festivals.</i>	<i>'Open door' policy for communication.</i>
Disability	<i>Discussed with families re. the needs of specific children. Children with needs (learning/emotional/physical) have the support from adults as required. Resources, e.g. writing boards, pencil grips, etc are purchased and used to aid learning. Communication with parents/pupils/staff as appropriate to ensure partnership.</i>	<i>Inclusion twilight meetings, Involvement of Educational Psychologist, SALT, Additional Needs team, Dyslexia team and therapists as appropriate. Resources and aids used as required and appropriate.</i>	<i>Regular meetings held with parents to discuss progress etc. Review meetings. All children and adults are welcome regardless of disabilities(subject to DBS clearance for adults)</i>
Sex	<i>No incidents to date. Should comments be made, child/adult would be spoken to and reminded of the equal opportunities and treatment of others.</i>	<i>Equal opportunities with school evident through planning and the curriculum. Balance of boy/girl topics and clubs available. Some aspects of Sex Education delivered by School Nurse in single sex groups.</i>	<i>Equal opportunities for all. Awareness of the needs of both genders, e.g. privacy, toileting facilities, etc.</i>
Gender Reassignment	<i>None disclosed</i>	<i>Not applicable at present</i>	<i>Not applicable at present</i>
Pregnancy and Maternity	<i>Infectious diseases present in school are communicated to all staff.</i>	<i>Change in working hours and practices negotiable.</i>	<i>Communication between staff members and Headteacher and First Aiders if appropriate.</i>

Age	<i>Equal opportunities for all. Visitors of all ages invited to school for different occasions. Staff are role models to pupils.</i>	<i>Equal opportunities for all.</i>	<i>Staff and volunteers cover a wide range of ages. Visitors of all ages invited to assemblies, e.g. older citizens to talk about war experience, etc.</i>
Religion and Belief	<i>Ensure a wide range of opportunities to engage pupils in discussions about religion and belief.</i>	<i>Follow the new RE curriculum for Northamptonshire. Children and parents are encouraged to share their culture/beliefs with others.</i>	<i>Arrange visits to various places of worship. Visitors from various faith communities invited to assemblies.</i>
Sexual Orientation	<i>None communicated</i>	<i>Not applicable at present</i>	<i>Not applicable at present</i>

A SUMMARY OF OUR EQUALITY ANALYSIS

Protected characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advance equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	<i>Good at this – SEAL, PSHE etc Procedures for reporting and minimising incidents are good.</i>	<i>Could do with linking with a larger multi-cultural town school.</i>	<i>SEAL- parent involvement, Celebrations and assemblies</i>
Disability	<i>Procedures and education firmly in place.</i>	<i>Good at this e.g SEN achievement</i>	<i>Good at this – discussions with parents. Regular meetings</i>
Sex	<i>No incidents of harassment or discrimination evident. Data shows boys achievement is not an issue.</i>	<i>No recognised issue. Children are treated equally.</i>	<i>Not applicable</i>
Gender Reassignment	<i>Not applicable at present</i>	<i>Not applicable at present</i>	<i>Not applicable at present</i>
Pregnancy and Maternity	<i>Not applicable at present</i>	<i>Not applicable at present</i>	<i>Not applicable at present</i>
Age	<i>No incidents recorded</i>	<i>Not applicable at present</i>	<i>Not applicable at present</i>
Religion and Belief	<i>Needs more work – action plan</i>	<i>We need to be better informed ourselves – action plan</i>	<i>Evidence that we are improving</i>
Sexual Orientation	<i>Beginning to address in curriculum</i>	<i>No issues we are aware of</i>	<i>Do we address bullying sufficiently every year? Do we need an action plan?</i>

A SUMMARY OF OUR EQUALITY OBJECTIVES

Protected characteristics	Aims of the general duty		
	Eliminate unlawful discrimination, harassment and victimisation.	Advance equality of opportunity between people who share a protected characteristic and those who do not.	Foster good relations between people who share a protected characteristic and those who do not.
Race			
Disability			
Sex			
Gender Reassignment			
Pregnancy and Maternity			
Age			
Religion and Belief	<i>To ensure that all children are aware of the need to treat everyone with respect whatever their religion or belief.</i>	<i>To provide assemblies, RE lessons and circle time that directly relate to the encouragement of pupils in showing respect of the rights of individuals to hold their own beliefs.</i>	<i>To continue to investigate ways of introducing children to the different religions and beliefs through visits and visitors. To foster an environment whereby children feel secure in the sharing of their beliefs and religions.</i>
Sexual Orientation			

COSGROVE VILLAGE PRIMARY SCHOOL
EQUALITIES OBJECTIVES AND ACTION PLAN

March 2012

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Annual Red/Amber/Green rating
<i>To ensure that all children are aware of the need to treat everyone with respect whatever their belief or religion.</i>	<i>All children</i>	<i>Refer to SDP</i>	<i>Liz Behrens</i>	<i>RE as a priority on the SDP</i>	
<i>July 2014</i>					