



## Public Sector Equalities Duty for St James' CE Primary School Date of Publication, March 2017

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

St James' CE Primary 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 and 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

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?
<b>Race</b>	<ul style="list-style-type: none"> <li>Data on admission</li> <li>Termly report on racial incidents to GB</li> <li>Low numbers of reported racial incidents</li> <li>Ofsted Report</li> <li>SLT track all incidents</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of differences</li> <li>Curriculum</li> <li>Assemblies</li> <li>School policies</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of differences</li> <li>Curriculum</li> <li>Assemblies</li> <li>Good links with parents</li> <li>Family Involvement Worker</li> <li>School ethos</li> <li>Displays / website promotes diversity</li> <li>School policies promote equality</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>School policies</li> <li>Assessment Data</li> <li>Enabling environment</li> </ul>	<ul style="list-style-type: none"> <li>School policies</li> <li>Raising attainment</li> <li>Pupil progress - interventions</li> </ul>	<ul style="list-style-type: none"> <li>Positive links with parents</li> <li>Family Involvement Worker</li> <li>SENCo intervention</li> <li>Assemblies</li> <li>Review meetings</li> <li>School ethos</li> <li>Displays/ website promotes diversity</li> </ul>
<b>Gender</b>	<ul style="list-style-type: none"> <li>Admissions process</li> <li>Recruitment process</li> <li>Tracking data</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment process</li> <li>School policies</li> <li>Raising attainment in boys writing</li> <li>Tracking progress-pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>Enabling curriculum</li> <li>Positive links with parents</li> <li>Assemblies</li> <li>School ethos</li> </ul>
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>Inclusive practice</li> <li>Admissions process</li> <li>Recruitment process</li> <li>Equality policy</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of differences</li> <li>School policies</li> <li>Value differences</li> <li>Review of practices</li> </ul>	<ul style="list-style-type: none"> <li>Admissions process</li> <li>School ethos</li> <li>Positive links with parents</li> </ul>
<b>Pregnancy and Maternity</b>	<ul style="list-style-type: none"> <li>Policy for expectant mothers</li> <li>Reasonable adjustments in place to support</li> <li>Regular meetings</li> <li>Risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>Continue good practice</li> <li>Paternity leave</li> </ul>	<ul style="list-style-type: none"> <li>Following policy</li> <li>Continue to make reasonable adjustments to ensure they are supported at work</li> <li>School ethos</li> </ul>
<b>Age</b>	<ul style="list-style-type: none"> <li>Employment / recruitment process</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment process</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment process</li> <li>School ethos</li> </ul>
<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>Admissions process</li> <li>Employment documents</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of differences</li> <li>Curriculum</li> <li>Worship</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of differences</li> <li>Curriculum</li> <li>Assemblies</li> <li>Positive Parent partnership</li> <li>School ethos</li> </ul>

			<ul style="list-style-type: none"> <li>Displays/website promote diversity</li> </ul>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>School policies</li> <li>Inclusive practice</li> <li>Admissions process</li> <li>Recruitment process</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of differences</li> <li>School policies</li> <li>Value differences</li> <li>Review of practice</li> </ul>	<ul style="list-style-type: none"> <li>Positive links with parents</li> <li>Admissions process</li> <li>School ethos</li> </ul>

## Equality Objectives for St James' CE Primary School March 2017 (to be updated March 2021)

<b>Objective</b>	<b>Which protected group(s) will this most influence</b>	<b>How will we know we have achieved the objective?</b>	<b>Lead and other key staff</b>	<b>Actions</b>
To raise attainment in boys writing	Gender/Boys	Boys will achieve expected level for writing (ARE)	Class teachers Support staff	Interventions Training Support Whole school approach
To supporting home learning for all parents	Parents /pupils not able access learning at home	Identified pupils will achieve ARE in Reading	Leadership Team Class teachers	High profile within school FIW
To support vulnerable pupils with SEND	SEND pupils	Targets will be met in LSPs	SENCo Class teachers Teaching assistants	LSP Meeting with parents SEND Meetings Training