

Public Sector Equality Duty

Stage 1 – Equality Information

Outline evidence of equality already in the school within policies and practice.

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	Policies make reference to equality of opportunity. Records are kept and any incidences reported to headteacher and then to local authority of racial incidents.	We track and monitor pupil progress and attainment within different ethnic groups. Common opportunities are offered to all through the curriculum/clubs and enrichment opportunities.	We encourage our pupils to understand how we are different, unique individuals who have shared characteristics. We look for opportunities to celebrate our diversity and differences.
Disability	Evidence of disability is collected on entry to school on a voluntary basis. Efforts are made to eliminate unlawful discrimination and ensure equality of access.	Reasonable adaptations are made to allow all children/parents/staff to access the curriculum and the building. This is always considered when adaptations are made to the school site. Our accessibility plan is reviewed regularly.	Visits encouraged and resourced from a range of disabled people. E.g. Assembly from Ability Action
Sex	Attainment data is scrutinized and pupil questionnaires analyzed to ensure we eliminate and raise awareness of any unconscious advantages/disadvantages for any one gender.	Tracking and monitoring of pupil progress and attainment between different genders takes place.	Collaboration, opportunities in all sports, mixed teams all foster good relations between genders e.g. Tag rugby offered to all pupils, all pupils engage in all craft activities including sewing, cooking etc.
Gender Reassignment	We do not hold any evidence at pupil or staff level. There is no evidence of discrimination at recruitment level.	We do not hold any evidence.	Our PSHE, RSE and collective worship curriculums supports understanding and celebration of differences.

Pregnancy and Maternity	Adaptations are agreed and put in place for pregnant staff in response to a thorough and reviewed risk assessment. Staff often choose to return on a part time basis when that supports the work of the school.	All pregnant staff are allowed time off to attend maternity appointments.	Informal arrangements between members of year group teams are agreed to support pregnant staff to continue in their roles for as long as they desire.
Age	No evidence held. Age retirement policy no longer in place nationally. Our induction process includes advice for the under 18s.	Staff may request a phased retirement and a plan is agreed by the headteacher.	Provide opportunities for work experience, volunteering and placement of young people and those with an interest in education.
Religion and Belief	Reasonable requests for time off for staff and pupils for religious observance are always considered.	Visitors from within and outside our community often share their customs and practices with classes and year groups.	We celebrate diversity and differences through our PSHE, RE curriculum and collective worship recognising, understanding and celebrating children's varying beliefs practices.
Sexual Orientation	No evidence is collected of parent/staff sexual orientation. We do not collect evidence on staff sexual orientation.	Our PSHE and collective worship curriculum supports understanding and celebration of differences. Sexual orientation is not covered explicitly however children's questions would be answered in an age appropriate way.	We celebrate diversity and differences.

Stage 2 – Equality Engagement

Outline evidence of how your school engages with protected groups in order to fulfill the three aims below.

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimization?	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	Parents are encouraged to participate in activities where cultures and customs are shared. Policies refer to equality of opportunity. Records are kept and any racial incidents are reported to head of school and the Local Governing Body.	We track and monitor pupil progress and attainment within different racial/ethnic groups. Common opportunities are offered to all through the curriculum/clubs and enrichment opportunities. Evidence will be collected on take up of attendance at clubs and extended school activities.	We celebrate diversity and differences in school life.
Disability	Disabled parents and children are invited to state the adaptations that would assist their full access and integration. Evidence of disability is collected on entry to school. Efforts are made to eliminate unlawful discrimination. Staff actively seek ways to support families with disabilities such as flexibility with drop offs and pick ups to assist parents undergoing hospital treatment.	Reasonable adaptations are made to allow all children/parents/staff to access the curriculum and building.	Visits encouraged from a range of disabled people. Evidence should be collected on take up of attendance at clubs and extended school activities.
Sex	We report on the different attainment of girls and boys. Evidence of gender collected.	We actively seek solutions to any gender gaps.	Collaboration, opportunities in all sports, mixed teams all foster good relations between genders e.g. Tag rugby offered to all pupils, all pupils engage in all craft activities including sewing, cooking etc.

			Evidence will be collected on take up of attendance at clubs and extended school activities.
Gender Reassignment	We do not hold any evidence at pupil or staff level. There is no evidence of discrimination at recruitment level.	We do not hold any evidence.	Our PSHE and collective worship curriculum supports understanding and celebration of differences. For example children learn about their individuality.
Pregnancy and Maternity	Adaptations are agreed and put in place for pregnant staff in response to a thorough and reviewed risk assessment. Staff often return on a part time basis.	Pregnant staff have time to attend maternity appointments.	Informal arrangements between members of the year group teams are agreed to support pregnant staff to continue in their roles for as long as they desire.
Age	No evidence held. Age retirement policy no longer in place. Our induction process includes advice for the under 18s.	Where possible staff are encouraged to request a phased retirement and a plan is agreed.	Offer opportunities for work experience, volunteering and placement of young people and those with an interest in education.
Religion and Belief	Reasonable requests for time off for religious observance are rarely refused.	Visitors from within and outside our community share their customs and practices with classes and year groups.	We celebrate diversity and differences through our RE curriculum and collective worship recognizing children's own practices.
Sexual Orientation	No evidence is collected of parent/staff sexual orientation.	Our PSHE and collective worship curriculum supports understanding and celebration of differences. Sexual orientation is not covered explicitly however children's questions would be answered in an age appropriate way.	We celebrate diversity and differences.

Porters Grange Primary School

EQUALITIES INFORMATION

28th February 2017 – to 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 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		
	<i>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimization?</i>	<i>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</i>	<i>How do we foster good relations between people who share a protected characteristic and those who do not?</i>
Race	We ensure that any allegation of discrimination is followed up with parents and their satisfaction with our process ensured.	We will collect evidence of pupil's attendance at out of school activities to ensure that take up is proportionate and where it is not to find the reasons for this.	Continue to celebrate diversity through various means. Through assemblies, visitors, curriculum topics and special events such as Chinese New Year, Show Racism the Red Card assembly.
Disability	We will ensure that staff understand the need to supply relevant disability information on induction in order to ensure all are appropriately supported in their roles.	Governors ensure that everything reasonable is done through resourcing adaptations to offer equality of access to pupils, staff and visitors with disabilities.	Continue to celebrate diversity and enable all pupils, staff to achieve their goals.
Sex	We will continue to ensure that girls and boys are treated equally and that parents are aware of our policies that are in place to guide our equality practice. We monitor gender gaps in pupil results and consider fair questioning in classroom observations.	Collect evidence of pupil's attendance at out of school activities to ensure that take up is equal for both genders and if not to unpick the reasons.	Offer after school activities which are enjoyed by all genders and promote participation by all. E.g. Tag Rugby Art and craft Club Chess club Choir etc.
Gender Reassignment	As PGPS deals with young children this is unlikely to present as an issue. Should any member of staff or parent require support the school would work with individuals as and when required.	We would seek appropriate expert advice, should a parent or member of staff require it.	Full participation and integration is our goal.
Pregnancy and Maternity	As PGPS deals with young children this is unlikely to present as an issue. Staff discuss such matters as pregnancy and maternity in age appropriate terms with their pupils.	Pregnant staff and those on maternity leave are treated with care and respect. Staff and governors are aware of our policies on maternity leave entitlement. Risk assessments are written to suit individual circumstances.	PGPS is a family environment where pregnancy and maternity is supported, celebrated and family friendly policies are in place. A new RSE programme introduced in 2015 is firmly in place.
Age	Age retirement policy no longer in place.	Some governors and volunteers are beyond what was previously considered retirement age. Secondary age	Both grandparents and younger siblings are welcome at our school events.

		students carry out experience at our school.	
Religion and Belief	All religions are respected and celebrated at PGPS. Our curriculum teaches about different faiths.	Children are taught to understand and respect a range of faiths and beliefs – to see the similarities and differences between religions.	Topics, curriculum and visitors all help foster an understanding and reduce any misconceptions about a range of religious beliefs.
Sexual Orientation	We have an anti-bullying policy which includes homophobic bullying.	Staff and governors to be aware of the school's policies around these matters and will seek expert advice should a parent or member of staff require it.	Our policies aim to ensure that no parent staff member or volunteer will be discriminated against because of their sexual orientation.

Equalities Objectives Action Plan

22nd November 2015 – to be updated at least every 4 years

Objective	Protected Groups	Success Criteria	Key players	Actions
Ensure enrichment opportunities are taken up and enjoyed equally by genders	Girls/Boys	A range of clubs with attendance by girls and boys in fair proportions	Clubs' Coordinator SLT	Data will be collected by clubs' coordinator of attendance by genders at our clubs. Data used to assess range of clubs offered. Investigate possibility of more popular clubs if a gender imbalance is found.
Ensure enrichment opportunities are taken up and enjoyed equally by race	Race	Data available. Attendance of racial groups is proportionate.	Clubs' Co-ordinator SLT	Club coordinator to analyse club attendance list for fair proportions.
Ensure staff are well placed to deal with homophobic comments and name calling	Sexual orientation/ gender reassignment	Staff are prepared to deal with name calling	PSHE Leaders SLT	Staff discussion/training on homophobic type name calling. To learn strategies to deal with this so that different sexual orientation is not perceived in a negative way.