



Pinfold Street
Primary School



Equality information and objectives (public sector equality duty) Statement for Publication Policy

Date of Policy: December 2019

Date of Review: December 2019

**Date of Next Review: December 2023
updated annually**

Governor Policy Review Statement

This policy is reviewed in full by the Governing Body on an annual basis.
The policy was reviewed and agreed by the Governing Body in December 2019.
It is due for review in November 2020 (up to 12 months from the above date).

Chair of Governors

Signature Date

Head Teacher

Signature Date

Chair of Governors

Welcome to Equalities at Pinfold Street Primary School. Here you will find information about how the school ensures it meets its Specific Equalities Duties.

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the certain group's characteristics must be taken into account in all areas of school life and are considered to have a protected characteristic.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives set.

4. General Equality Duty

The equality duty (Equality Act 2010) extends to all those with **protected characteristics**. This makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristics that schools do not have a direct duty.

- Age
- Marriage and Civil Partnership

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The guidance suggests that it is good practice for schools to keep a note of any **equality consideration**, and that publishing it will help to demonstrate that the due regard duty is being fulfilled.

Eliminating discrimination and other conduct that is prohibited by the Act

Pinfold Street School is aware of the requirements of the Act and is complying with the duties which include:

- Policies (for example, the behaviour policy, child protection policy, curriculum policy) where included information has been effective in increasing schools ability to eliminate discrimination, reduce bullying etc.
- Awareness raising sessions with Governors, staff and pupils and the impact of these.
- Information on the action the school has taken to reduce discrimination such as responding to feedback from parents and pupils.
- Impact of aspects included within the curriculum aimed at eliminating discrimination and samples of work produced e.g. photographs of displays.

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

Compliance with this aspect will include:

- Recording of feedback from pupils/parents on action taken to reduce gaps in attainment between diverse cohorts of pupils e.g. providing social skills support or a sanctuary for those with autistic spectrum disorders
- Evaluation of action taken by the school to remove/minimise disadvantages experienced by disabled pupils e.g. additional support evidenced through TAs timetables, increased use of IT to reduce reliance on reading text etc.
- Steps to meet the particular needs of those with a disability through reasonable adjustments evidenced through teachers planning.
- Accessibility plans aimed at increasing active participation. (see accessibility plan)

Fostering good relations across all characteristics

The evidence that Pinfold Street School uses to demonstrate this includes:

- Identifying and evaluating the impact of curriculum content that aims to promote tolerance and friendship and develop understanding of different disabilities.
- Recording of activities (school/class organisation for instance) that aims to reduce prejudice and increasing relationships between diverse pupil groups.
- Impact of increased involvement with local communities/ partnerships with other schools that is aimed at increasing empathy between different groups of pupils

Specific duties:

Publish information

All the information and analysis will be from school improvement plans, evaluations, pupil progress meetings and student data – we use the information to improve education for all groups in the school. We want to make sure that we know pupils who are doing well and less well so we can plan to improve. This information is used by the Pinfold Street School Staff to develop and become better at making sure we are doing well for all our students. This information is communicated with staff, pupils, parents and governors in a clear and simple way.

Governors – appendices will be shared on Monday

- Appendix 1 - You will find here information about our school community. This is our school population and are the groups of people we need to plan services for. Our schools main function is to provide good access to educational opportunities and help/support our pupils to do well both at school and in the future. We have to make sure we do not disadvantage anyone in our school.
- Appendix 2 - Attendance – we publish attendance data and share it with governors and other authorities as required.
- Appendix 3 - Equality of Opportunity Between those who share a protected characteristic and those who do not. The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.
- Appendix 4 - Foster Good Relations Between those who share a protected characteristic and those who do not. We want our school community to be a welcoming and comfortable environment for all who come here. We foster an open environment where people feel they are being treated with dignity and respect.
- Appendix 5 - Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equalities Act 2010. Examples of how as a school community we protect individuals in our school who are at risk.
- Appendix 6 - Participation, Engagement and Satisfaction with our Equalities Practices. Examples of how we have involved people in developing equalities at our school.

- Appendix 7 - Workforce – staffing and training. We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors.

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