

Equalities Information

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 setting/centre of equality within policies and practice and identified gaps
- Examined how our setting/centre engages with the protected groups, identifying where practice could be improved

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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	Data on admission Termly reports on racial incidents to GB Low number of reported racial	Celebration of differences Curriculum Assemblies School policies Value differences	Celebration of differences Curriculum Assemblies Good links with parents Parent Support

	incidents Behaviour lead to track all incidents	EAL all staff's responsibility Raising attainment in key groups	Adviser School policies promote equality Job descriptions for staff School ethos School displays promote diversity School values - equality
Disability	School policies Inclusive practices Feedback from parents/questionnaires Termly reports to GB Assessment data Purchase additional resources as relevant Adaptations to the building	School policies Raising attainment Tracking progress	Good links with parents Parent Support Adviser Assemblies Review meetings School ethos School displays promote diversity
Gender	Admissions process Recruitment process Tracking data	Recruitment process School policies Raising attainment in key groups Tracking progress PPMs	Good links with parents Parent Support Adviser Assemblies School ethos
Gender Reassignment	Inclusive practices Admissions process Recruitment process Equality policy	Celebration of differences School policies Value differences Review of practices	Good links with parents Parent Support Adviser Admissions process School ethos
Pregnancy and Maternity	Reasonable adjustments in place to support Regular meetings Risk assessment	Continue good practice Paternity leave	Following policy Continue to make reasonable adjustments to ensure they are

			supported at work School ethos
Age	Employment/recruitment process	Recruitment process	Recruitment process School ethos
Religion and Belief	Admissions procedures Employment documents Balance of staff employed	Celebration of differences Curriculum Assemblies	Celebration of differences Curriculum Assemblies Good links with parents Parent Support Adviser School ethos School displays promote diversity
Sexual Orientation	School policies Inclusive practices Admissions process Recruitment process Equality policy	Celebration of differences School policies Value differences Review of practices	Good links with parents Parent Support Adviser Admissions process School ethos

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To ensure provision for disabled pupils is in place. Ensure as reasonably possible that a disabled person can benefit from education to the same extent that a person without disability can.

- Ensure all auxiliary aids and services as reasonable adjustments where they are not part of a statement of SEN are in place
- Offer BSL classes to all staff
- To provide auxiliary aid or service for a disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage
- Keep a written record of provision in place to support disabled pupils
- Ensure all disabled pupils where reasonably possible are included in all extended school provision
- Ensure risk assessment where needed are in place
- Consider adjustments needed for all pupils to take part in educational visits
- Ensure accessibility to the building is reviewed as part of the schools expansion to improve accessibility
- Education and Health Care Plans

Educational visits and extended school journeys are an important part of the schools provision. A pupil may not be able to take part in a visit for the following reasons

- There are risks that the school feels cannot be managed offsite – these will be identified in the risk assessment
- If the parent requests that their child is not to take part in the visit

To ensure, where reasonably possible, that all pupil take part in extended school experience through school journeys, after school clubs and educational visits the school will

- Invite parents/carers or a responsible member of the family to accompany the visit or to be part of the after school club
- Parents accompanying pupils on an educational visit will be given a priority place for any siblings at the after school club free of charge
- If the parent/carer is unable to accompany their child then the school will endeavour to recreate the experience within the school site
- The school must provide appropriate equipment for pupils to be able to take part in after school activities e.g. larger rackets/balls – visually impaired resources

Eliminating discrimination and other conduct prohibited by the Act

- Ensure school policies and procedures promote equality of opportunity
- Ensure all staff are aware of our responsibility with regards to the equality act
- Ensure our school curriculum promotes tolerance of all groups

To raise the achievement of all pupil premium pupils

- Track progress of PPF across the school
- Barriers to achievement identified – support targeted
- Use PPMs to discuss progress and next steps
- Targeted support
- Intervention groups and 1-1 provision through accelerating progress teachers involving parents
- CPD for al staff

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To accelerate the progress of Turkish pupils in reading and writing so they are in line with national average

- Monitoring and tracking progress
- Performance tracked and analysed
- Barriers to achievement identified – support targeted
- Induction process to support pupils to settle into school
- Use PPMs to discuss progress and next steps

To raise the achievement of SEN pupils so they are in line with all pupils

- Monitoring and tracking progress

- Performance tracked and analysed
- Targeted support
- Inclusion team support for pupils on SEN register
- CPD for all staff
- Strengthening the Inclusion team through training and team meetings