

Highfield Primary School

Equalities information

July 2018



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	Race equality policy Data on admission Termly reports on racial incidents to governors Low number of reported racial incidents OFSTED reports	Celebration of differences Curriculum Assemblies School policies Value Differences Additional EMA support	Celebration of differences Curriculum Assemblies Good links with parents School policies promote equality Job descriptions for staff School ethos School displays promote diversity
Disability	School policies Inclusive practices Feedback from parents/questionnaires Termly reports to governors Assessment data Purchase additional resources- auxiliary equipment	School policies Raising attainment Tracking progress	Good links with parents Assemblies School ethos
Gender	Admissions process Recruitment process Tracking data	Recruitment process School policies Addressing low attainment of boys/girls where this has been identified PPMs	Good links with parents Parent Support Adviser Assemblies School ethos
Gender Reassignment	Inclusive practices Admission process Recruitment process Equality Policy	Celebration of differences Additional support provided School policies Value differences Review of practices	Good links with parents Admission process School policies
Pregnancy and maternity	Reasonable adjustments in place to support Regular meetings Risk Assessment	Continue good practice Paternity leave	Continue to make reasonable adjustments to ensure that they are supported at work School ethos
Age	Employment/recruitment process- Job specification	Recruitment process	Recruitment process School ethos
Religion and Belief	Admission procedures Employment documents Balance of staff employed	Celebration of differences Curriculum Assemblies School visits	Celebration of differences Curriculum Assemblies Good links with parents 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 Additional support provided	Good links with parents Admission process School ethos

The Public Sector Equality Duty 2011 has three aims under the general duty for School, 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 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 setting has considered how well we currently achieve these aims in 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 should be improved.

Adopted by Governing body

Signed by Chair..... Date.....

Head of School..... Date.....

Review date: July 2020

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 are in place where they are not part of an Educational Health Care Plan.
- 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 assessments where needed are in place
- Consider adjustments needed for all pupils to take part in educational visits
- Access for disabled pupils to be considered in any future expansion of the school building.
- Education and Health Care Plans.

Educational visits and extended school journeys are an important part of the school's 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 pupils 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 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 and 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 promotes tolerance of all groups

To raise the achievement of boys/girls in year groups where that group is deemed to be significantly behind the other.

- Track progress of boys/girls across the school
- Use PPMs to discuss progress and next steps
- Targeted support
- Intervention groups and 1:1 provision
- Involving parents
- Ensure the curriculum supports the progress of identified groups

To accelerate the progress of Turkish pupils in reading, writing and maths to increase % at age related expectations

- Monitoring and tracking progress
- Reading to writing groups for Turkish families
- Performance tracked and analysed
- Barriers to achievement identified – support targeted
- Induction process to support pupils to settle into school
- Pupil progress meeting to highlight attainment and progress this group

Ensure the attainment of SEND pupils so they are at least in line with national averages for SEND groups

- Monitoring and tracking progress
- Performance tracked and analysed
- Targeted support
- Strengthening the inclusion team

PPMs Pupil progress meetings

EMA Ethnic minority achievement

SEND Special Educational Needs and disability