



## EQUALITY ACT 2010



### Standens Barn Primary School

Published February 2017

On 5 April 2011 the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This Duty replaces the existing Race, Disability and Gender Equality Duties.

The 3 aims of the General Duty is:

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, Academy, setting 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.

Population Data for our school	Census data January 2017	Standens Barn Primary School		National Averages
		Number	%	%
	Number on roll	399	-	245
Gender	Girls	188	47%	49%
	Boys	211	53%	51%
Special Educational Need	No SEN	353	88%	80.7%
	SEN support (K)	43	11%	11.3%
	EHC Plan	3	1%	8%
First Language spoken (age 5+)	English	237	59%	83.2%
	Not English (EAL)	162	41%	16.8%
Free School Meal Eligibility	Free School Meals	62	16%	19.2%
	Non Free School Meals	337	84%	80.8%
Ethnicity (age 5+) (251)	White British	185	43%	73.3%
	Bangladeshi	5	54%	26.7%
	Indian	7		
	Any other Asian Background	11		
	Pakistani	7		
	Other Black African	21		
	Black Caribbean	5		
	Any other Black Background	13		
	Chinese	4		
	Any other Mixed Background	9		
	White and Asian	11		
	White and Black African	21		
	White and Black Caribbean	9		
	Information not yet obtained	7		
	Other Ethnic Group	3		
	Refused	2		
	White Irish	2		
	Any other White Background	74		
Vietnamese	3			

## QUALITY INFORMATION

Protected characteristics	Aims of the general duty <b>Staff</b>		
	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>	<i>Recruitment selection policy and procedure Equality policy Behaviour in the workplace policy Confidentiality Disability Equality scheme Gender Equality Policy Race equality and opportunity policy Safer recruitment policy Single equality policy Governors involved in policy approval and Policies follow NCC model policies or EPM policies. Induction Policy</i>	<i>Recruitment selection policy and procedure Race equality and opportunity policy Individual members of staff assessed on an individual basis.</i>	<i>Adherence to the Equality Policy</i>
<b>Disability</b>	<i>Recruitment selection policy and procedure Single equality policy Behaviour in the workplace policy Governors involved in policy approval and Policies follow NCC model policies or EPM policies. No issues reported in the last 3 years, Induction Policy</i>	<i>Based on individual needs – but support is offered as required and the environment is adapted as necessary. Professional development is good for all staff.</i>	<i>Adherence to the Equality Policy</i>
<b>Sex</b>	<i>Recruitment selection policy and procedure Single equality policy Gender Equality Policy Behaviour in the workplace policy Governors involved in policy approval and Policies</i>	<i>Senior leaders in school are 2 males: 5 females Performance management is used to develop all staff. Pay policy applied consistently.</i>	<i>Adherence to the Equality Policy</i>

	<p>follow NCC model policies or EPM policies. No issues raised in the last 3 years. Induction Policy</p>	<p>All requests to consider flexible working are considered, as a result we have 14 staff on a flexible working arrangement.</p>	
<b>Gender Reassignment</b>	<p>Recruitment selection policy and procedure Single equality policy Behaviour in the workplace policy Gender Equality Policy Governors involved in policy approval and Policies follow NCC model policies or EPM policies. No issues raised in the last 3 years. Induction Policy</p>	<p>School not had to deal with this, but would be covered by existing policies and procedures that are in place.</p>	<p>Adherence to the Equality Policy</p>
<b>Pregnancy and Maternity</b>	<p>Recruitment selection policy and procedure Single equality policy Behaviour in the workplace policy Risk assessments Informal meetings and in the last 3 years 25% of staff have taken maternity leave at some point. Procedures followed for flexible working when requested. Governors involved in policy approval and Policies follow NCC model policies or EPM policies. No issues raised in the last 3 years from the procedures that have been followed. Induction Policy</p>	<p>6 Job shares created within the school to accommodate staff returning from maternity and requesting flexible working. 5 part time staff are in senior positions in the school. The school has developed flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting.</p>	<p>Adherence to the Equality Policy Adherence to the Flexible working request procedure</p>
<b>Age</b>	<p>Recruitment selection policy and procedure Single equality policy Behaviour in the workplace policy. No issues raised with regard to this in the last 3 years. Governors involved in policy approval and Policies follow NCC model policies or EPM policies.</p>	<p>Previously a member of staff continued to work past retirement age.  The staff profile is not representative of any age group more than another and there is a spread of ages from those commencing their professional lives to</p>	<p>Adherence to the Equality Policy</p>

	<i>Induction Policy</i>	<i>those approaching retirement.</i>	
<b>Religion and Belief</b>	<p><i>Recruitment selection policy and procedure</i>  <i>Single equality policy</i>  <i>Staff requests for time for religious reasons have been considered and respectfully granted.</i>  <i>No issues raised in the last 3 years.</i>  <i>Induction Policy</i>  <i>Governors involved in policy approval and Policies follow NCC model policies or EPM policies.</i></p>	<p><i>Individual members of staff assessed on an individual basis.</i>  <i>Recently, although a minority religion within the staff, a teacher was given management responsibility and successfully was promoted to another school.</i></p>	<p><i>Adherence to the Equality Policy</i>  <i>Spare rooms are made available as prayer rooms to Muslim adults.</i></p>
<b>Sexual Orientation</b>	<p><i>Single equality policy</i>  <i>Recruitment selection policy and procedure</i>  <i>Gender Equality Policy</i>  <i>No issues raised in the last 3 years.</i>  <i>Induction Policy</i>  <i>Governors involved in policy approval and Policies follow NCC model policies or EPM policies.</i></p>	<p><i>School not had to deal with this, but would be covered by existing policies and procedures that are in place.</i></p>	<p><i>Adherence to the Equality Policy</i></p>

Protected characteristics	Aims of the general duty <b>Children</b>		
	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>	<p><i>Minority Ethnic Groups have higher attainment in Reading, writing and maths.</i></p> <p><i>Act on Behaviour Policy</i></p> <p><i>Act on Anti Bullying Policy</i></p> <p><i>Hate incidents are logged and followed up – these are reported to Governors through the headteacher reports.</i></p>	<p><i>Pupil progress meetings termly.</i></p> <p><i>Intervention programmes.</i></p> <p><i>Parent evenings.</i></p> <p><i>Training on teaching children with EAL</i></p> <p><i>Attainment for EAL by year 6 is good.</i></p> <p><i>Purchased software to support EAL children in the early years of learning English.</i></p> <p><i>Teaching is differentiated for all pupils as necessary.</i></p>	<p><i>The Curriculum reflects the cultural diversity of the school through texts used and different countries studied.</i></p> <p><i>Through assemblies</i></p> <p><i>Through the PHSE curriculum</i></p> <p><i>Achievement assemblies which focus on in school and out of school achievements.</i></p>
<b>Disability</b>	<p><i>Children attain in line with other children nationally. Some children achieve higher than the national scores.</i></p> <p><i>Act on Behaviour Policy</i></p> <p><i>Act on Anti Bullying Policy</i></p>	<p><i>External support is sought in order to support children with a physical disability when the need arises in order for children to have equality of opportunity and access to the curriculum.</i></p> <p><i>External support is sought for those children who require additional support over and above provision that can be made by the school.</i></p> <p><i>Teaching is differentiated for all pupils as necessary.</i></p> <p><i>Where appropriate 1:1 support has been given, Health care plans put into place.</i></p>	<p><i>Through classroom practise and the promoting of equality of opportunity.</i></p> <p><i>Through the school ethos.</i></p> <p><i>Through the PHSE curriculum.</i></p> <p><i>Through assemblies</i></p> <p><i>Achievement assemblies which focus on in school and out of school achievements.</i></p> <p><i>An accessible disabled toilet is available.</i></p>

<b>Sex</b>	<p>Girls attainment is higher than boys but the gap does narrow from Year 2 to Year 6.</p> <p>Act on Behaviour Policy Act on Anti Bullying Policy</p>	<p>Pupil progress meetings termly. Intervention programmes. Parent evenings. Review of the curriculum to bring in boy 'engagement' activities such as drama and greater. To use sport as a way of encouraging boys to have a go in other areas of the curriculum. Teaching is differentiated for all pupils as necessary.</p> <p>Progress rates for all subjects for boys and girls are inline with each other, with the boys marginally ahead by 0.3 point.</p>	<p>Curriculum changes in the last 2 years have been made to provide for a curriculum that engages boys and motivates them to want to read and write.</p> <p>Through assemblies Through the PHSE curriculum Achievement assemblies which focus on in school and out of school achievements.</p>
<b>Gender Reassignment</b>	N/A	N/A	N/A
<b>Pregnancy and Maternity</b>	N/A	N/A	N/A
<b>Age</b>	N/A	N/A	N/A
<b>Religion and Belief</b>	<p>We haven't analyzed attainment based on religious belief – attainment is looked at in terms of ethnicity.</p> <p>Act on Behaviour Policy Act on Anti Bullying Policy</p>	<p>Teaching is differentiated for all pupils as necessary.</p>	<p>Through assemblies Through the PHSE curriculum Achievement assemblies which focus on in school and out of school achievements.</p>
<b>Sexual Orientation</b>	Not available	Not available	Not available

### DEVELOPMENT PLANNING FOR NEXT THREE YEARS 2017 - 2020

EQUALITY STRAND	ACTION	How will the impact of action be monitored?	Person/s Responsible	Time Scale	Success Criteria.
All	Maintain the practice of analysing pupil achievement across all groups. Continue to implement target support for pupils with disabilities and Pupil Premium children especially in reading.	Monitored by senior leadership team.	SB/WC/AA/LN/KM/DB	On going	All groups of children making comparable levels of progress and no significant gaps in attainment across different groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with which reflects the school's diversity in terms of race, gender and disability. Expand this across international communities.	Review of medium term planning and resources linked to this.	SB	April 2017 July 2017 Nov 2017 April 2018 Nov 2018	Positive images across groups available for the children. Children able to speak positively about difference and similarity.
Race Equality Duty	Provide opportunities for EAL families to come into the school to increase social inclusion and opportunities to discuss any pertinent matters.	As an aspect of EAL monitoring.	CH	May 2017 Nov 2017 On going	High levels of engagement in school life for EAL pupils and their families.
Gender Equality Duty	Provide more challenge and positive role models for girls so that they may explore wider professional possibilities away from stereotyped notions of employment.	As an aspect of school evaluation.	All staff	July 2017 Sep 2017 On going	Girls and boys feel comfortable in making choices for themselves without feeling a need to conform to stereotypes.

Gender and Race Equality Duty	Continue to offer children a variety of experiences through assemblies and curriculum days which challenge stereotyped notions.	SB to monitor	SB/ SLT/All	April 2017 – onwards to April 2020	Children’s awareness of gender issues and the right to make choices.
Race Equality Duty	Continue to identify, respond and report racist incidents. Report to the Governing Body incidents as necessary.	Through SIMS logging and Head’s report to governors.	SB	April 2017 – onwards to April 2020	Incidents reported and follow up to secure a resolution.
All	At an appropriate level commensurate with their age, introduce the children to differences in life choices linked to relationships and keeping themselves safe.	Protected Behaviours to form part of the PHSE curriculum	AJ SH	Sep 2016 – initiated Monitored throughout till April 2020	Awareness of different life choices and people’s right to choose consenting relationship without judgement.
Gender Equality Duty	Continue to offer a range of sports to girls and boys through our sports partnership.	Monitored through opportunities provided and uptake of these.	Lead for PE RC	April 2017 – April 2020	Good levels of uptake for different sports or children awareness of their right to choose.
All	Continue with Year group leader assemblies – extend this to children taking assemblies with year groups and the whole school on key themes.	Monitored by Year group leads – the new part developed by SB	SB + house captain leaders.	April 2017 = April 2020	Range of themes explored by children. Motivates other children to take part in public speaking.

Community Cohesion	Ensure that access to the curriculum is assured for disabled pupils by liaising with the disability team to loan/purchase resources.	Lesson observation/progress data and pupil voice.	AJ	Review annually	Resources securing good development for children with disabilities.
All	Continue to record and respond to incidents of inequality accordingly and by increasing pupil awareness through our values (BEST) education.	Year group progress data and HT report to Governors.	Governors/SL T	Review annually and report to governors	Issues linked to inequality reported and responded to and an inclusive culture