

Culworth & Boddington CE Primary Academies

Equalities Information

April 2012

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.

Culworth & Boddington CE Primary Academies have 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/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.
- Analysed our effectiveness in terms of equality.

Protected Characteristic: Race
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
<ul style="list-style-type: none"> • Most parents say their child feels safe at school. • Children say that they have someone to talk to if they are worried. • Online reporting of racist incidents to LA. • Ofsted report comments from. • Track progress of children from protected group by Assessment manager/EAL manager. • Comparative data Raiseonline, FFT, in house data, national data.
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • School policies: Managing allegations against staff, Confidentiality policy, Whistle blowing policy, Safeguarding policy, and Child protection policy. • School designated 'Child protection' person. • Staff report concerns around children. • Annual Anti-bullying week focus during Anti-bullying week. • E-Safety training for children and parents. • Provide a curriculum that aims to eliminate discrimination E.g Seal. • Consult families on areas of school provision. E.g after school clubs. • Working with the Extended Schools co-ordinator, identify children at risk of disadvantage. • Communication with families unable to access usual routes of communication. • IEPs if necessary. • CPD, EG child protection.

Culworth & Boddington CE Primary Academies
Equalities Information
April 2012

<ul style="list-style-type: none"> • Data collection. • Safer recruitment practices.
How do we foster good relations between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Display positive images, use resources that depict diversity. • Celebration assembly. • Values education. • Seal materials in assemblies and PSHE • Cluster activities, Community Cohesion Project.

Protected Characteristic: Disability
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
<ul style="list-style-type: none"> • Track progress of children from protected group by Assessment manager/IEP/Statements. • Comparative data Raiseonline, FFT, in house data, national data. • Modification of school buildings to facilitate access and inclusion
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Policies:- SEN Policy, Confidentiality policy, Whistle blowing policy, Safeguarding policy, Child protection policy, School Access Plan. • Sharing medical data with staff on a need to know basis. Eg Nut allergy for cooking/food tasting/lunches. School designated 'Child protection' person. • epi-pen training • Involve parents fully with IEPs/reviews. • Staff report concerns around children. • Work with School nurse team. • Consult families on areas of school provision. E.g after school clubs. • Working with the Extended Schools co-ordinator, identify children at risk of disadvantage.
How do we foster good relations between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Display positive images, use of resources containing positive role models. • Visits to school from people who share the protected characteristics. E.g. a Paralympic champion • Fully involve parents with care plans and care plan meetings. • Celebration assembly. • Values education • Seal materials in assemblies and PSHE • School Council.

Protected Characteristic: Sex
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
<ul style="list-style-type: none"> • Parents who expressed an opinion say their child feels safe at school. • Children say that they have someone to talk to if they are worried. • Ofsted report comments from. • Track progress of boys and girls by Assessment manager/EAL manager. • Comparative data Raiseonline, FFT, in house data, national data. • Opportunities to help in school are open to all carers • Communications take place with all carers
How do we advance equality of opportunity between people who share a protected characteristic and

Culworth & Boddington CE Primary Academies
Equalities Information
April 2012

those who do not?
<ul style="list-style-type: none"> • Ensure the curriculum topics are planned to appeal to both boys and girls. • Plan for a variety of learning styles. • Provide after school club opportunities open to all. • Provide separate changing for boys and girls PE in KS2. • Recruitment procedure. • tracking and monitoring of progress • Welcome all CRB checked volunteers from the parent/carer community into school
How do we foster good relations between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Parents and carers of both sexes helping in school • Mother's day assembly. • CPSA representatives from both sexes • extra curricula sports opportunities in varied sports

Protected Characteristic: Gender Reassignment
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
Not available
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
Not available
How do we foster good relations between people who share a protected characteristic and those who do not?
Not available

Protected Characteristic: Pregnancy and Maternity
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
<ul style="list-style-type: none"> • Risk assessment for pregnant member of staff to ensure safety at work. • Consider requests to return to work on reduced hours following maternity.
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Policies: County maternity policy, Flexible working. • Follow Health and Safety guidance for pregnancy. • Creche for parents wishing to attend meetings after school. • Meet with staff regularly to ensure their needs are met.
How do we foster good relations between people who share a protected characteristic and those who do not?
N/A

Culworth & Boddington CE Primary Academies
Equalities Information
April 2012

Protected Characteristic: Age
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
<ul style="list-style-type: none"> • Age profile of current staff.
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • School policies: Redundancy Policy, Recruitment Policy. • Equal opportunities training for Governors. • Recruitment procedure. •
How do we foster good relations between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Display positive images, use resources that depict diversity. • Visits from school to settings for people who share the protected characteristic • Seal materials in assemblies and PSHE • Cluster activities, Community cohesion project.

Protected Characteristic: Religion and Belief
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
<ul style="list-style-type: none"> • Track progress of children from protected groups. • Comparative data Raiseonline, FFT, in house data, national data. • Church of England school- children and families from all faiths welcome. • Religious diversity of governors
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • School policies: Confidentially policy, Whistle blowing policy, Safeguarding policy, Child protection policy. • School designated 'Child protection' person. • Staff report concerns around children. • Annual Anti-bullying assembly during Anti-bullying week. • E-Safety training for children and parents. • Involve families from protected groups- Hannukah celebration. • Provide a curriculum that aims to eliminate discrimination. • Consult families on areas of school provision. E.g. after school clubs. • CPD, EG child protection. • Data collection. • School outings to different places of worship • Recruitment procedure.
How do we foster good relations between people who share a protected characteristic and those who do not?
<ul style="list-style-type: none"> • Display positive images, use resources that depict diversity. • Visits to school from people who share the protected characteristics. E.g. Jewish visitor • Celebration assembly. • Values education. • Seal materials in assemblies and PSHE • Cluster activities, Community cohesion project. • School Council.

Culworth & Boddington CE Primary Academies
Equalities Information
April 2012

Protected Characteristic: Sexual Orientation
What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?
Recruitment procedure.
How do we advance equality of opportunity between people who share a protected characteristic and those who do not?
Not available
How do we foster good relations between people who share a protected characteristic and those who do not?
Not available

Equality Analysis

Protected Characteristic	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	Lots of evidence in place including surveys of parents and children.	Lots of evidence in place.	Lots of evidence in place.
Disability	Lots of evidence in place.	Lots of evidence in place.	Lots of evidence in place.
Sex	Lots of evidence in place including surveys of parents and children. Policies and practices do not discriminate on grounds of sex. Statistical analysis shows that male carers might be under-represented in school activities.	Lots of evidence in place to show equality of opportunity but that access could be made easier for those with the protected characteristic.	Lots of evidence in place.
Gender reassignment	Unknown.	General inclusion strategies would apply.	Employee or family would need to declare on behalf of child.
Pregnancy and maternity	Some evidence in place. More needed.	Some evidence in place. More needed.	Some evidence in place. More needed.
Age	Lots of evidence in place.	Lots of evidence in place.	Lots of evidence in place.
Religion and belief	Lots of evidence in place.	Lots of evidence in place.	Lots of evidence in place.
Sexual orientation	More evidence needed.	General inclusion strategies would apply.	More evidence needed.

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Equalities Information
April 2012

CULWORTH CE PRIMARY SCHOOL
EQUALITIES OBJECTIVES AND ACTION PLAN

DATE OF PUBLICATION: April 2012
(To be updated at least every 4 years)

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Annual Red/Amber/Green rating
Greater involvement for male parents and carers in helping in school and after schools clubs and activities.	Male carers	When there is greater representation in the school adult helpers of Dads and male carers.	Curriculum committee	To be measured by reference to information contained in the single central record at Easter 2013.	