



Respect, Believe, Succeed

In all that we do, our core values and virtues along with the school's Christian vision; Respect, Believe, Succeed, will be our guide.

Policy – Equality

Date of Governing Body ratification – **September 2019**

Date for re-ratification – **September 2020**

Signed – (Chair of Governors)

Our Values

Year A – 2018/19

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| Trust | My God is my strength in whom I trust (<i>Psalms 18.2</i>) |
| Compassion | Clothe yourself with compassion, kindness, humility, gentleness and patience. (<i>Colossians 3.12</i>) |
| Courage | Be strong and courageous, do not be frightened or dismayed for the Lord your God will be with you everywhere you go (<i>Joshua 1.9</i>) |
| Forgiveness | Just as the Lord has forgiven you, so you must also forgive others (<i>Colossians 3.13</i>) |
| Friendship | Encourage one another and build each other up (<i>1 Thessalonians 5.11</i>) |
| Respect | Do to others as you would have them do to you (<i>Matthew 7.12</i>) |

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 |
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| 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. |

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| <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. |

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| 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, Confidentially 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. |

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| 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 |

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| 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 |

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| 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 |

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| 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 |

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| 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. |

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| 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. |

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| 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? |
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| 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. |

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 |
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| 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. | |