



**Mears Ashby Church of England Primary School's
Equality Objectives**

DATE OF REVIEW:

DATE FOR NEXT REVIEW:

This policy was discussed and agreed by the Governing Body.

Date: 04.06.2019

Signed: Helen Buckley (Chair of Governors)

Mears Ashby Church of England Primary School

Equality Objectives

DATE OF PUBLICATION: May 2019

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.

Guiding Principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

Mears Ashby CE Primary 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, 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.

Safeguarding Children

Mears Ashby CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. Enhanced DBS clearance is essential for all posts at our school. All safeguarding procedures and information can be found in Mears Ashby CE School's Safeguarding Policy. The ethos of the entire school community including all staff, governors, parents and carers is to support all children regardless of their differences and to ensure that they are happy and safe.

Protected characteristics	Equality 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	<ul style="list-style-type: none"> Comparative attainment data. Racist incident reporting – we have no incidents of racial abuse. 	<ul style="list-style-type: none"> Same opportunities offered to all children including extended schools' activities. Provide support for any children for whom English is a second language. Provide interventions where necessary. 	<ul style="list-style-type: none"> Diverse curriculum and planning. Continual requirement to adhere to the school Values and British Values. Collective Worship/Assemblies led by different groups.
Disability	<ul style="list-style-type: none"> Achievement data. Adaptions and changes to ensure inclusion. <ul style="list-style-type: none"> External agencies involvement e.g. autism / dyslexia personnel. 	<ul style="list-style-type: none"> Accessibility plan. Provision map used to ensure those with SEN are provided with the right support. <ul style="list-style-type: none"> Training for staff regarding e.g. Autism / Dyslexia 	<ul style="list-style-type: none"> Offering help to parents; signposting to relevant groups for help and support. Working with Early Help Support Teams.
Sex	<ul style="list-style-type: none"> Behaviour log. Tracking data Teachers of both sexes employed. Curriculum provides our pupils with the information they need to make judgments and understand major issues. 	<ul style="list-style-type: none"> Adaptation of curriculum to engage all protected groups. Participation in mixed team sports events 	<ul style="list-style-type: none"> Encouraging good role models in school for specific activities.
Gender Reassignment	<ul style="list-style-type: none"> No experience of this area but would provide support and seek guidance as necessary. 		
Pregnancy and Maternity	<ul style="list-style-type: none"> No experience of pupil pregnancy but curriculum provides knowledge and information in this area; would seek support and guidance from the school nursing team. Appropriate HR policies in place for staff including Flexible Working. 	<ul style="list-style-type: none"> Reasonable adjustments made as appropriate. Support during maternity / paternity leave and phased / supported return. 	<ul style="list-style-type: none"> Meet regularly with staff members affected to discuss any necessary adjustments, risk assessments carried out and keeping in touch days arranged.

Protected characteristics	Equality 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?
Age	<ul style="list-style-type: none"> Mixed age profile of staff – knowledge and skills each individual brings to the workplace is welcomed. Children taught in mixed age classes whilst being mindful of individual learning needs. 	<ul style="list-style-type: none"> Recruitment procedures. 	<ul style="list-style-type: none"> Visits arranged from and to a range of centres for all children e.g. nurseries and pre-schools, secondary and elderly people groups in local community.
Religion and Belief	<ul style="list-style-type: none"> Church of England School. Curriculum teaches children about all main religions. Curriculum celebrates cultural diversity and art, music, RE, literacy and PSHE planning provide a wealth of opportunities to educate and develop knowledge and understanding of British values and our diverse world. 	<ul style="list-style-type: none"> School's Values education is closely linked to celebrations, stories and beliefs of other cultures. All staff trained in the PREVENT duty. Collective Worship/Assemblies are led by representatives from other cultures and religions. Other visitors from different religions. 	<ul style="list-style-type: none"> School's Values (incorporating British Values) and ethos are applied to all members of our school community.
Sexual Orientation	<ul style="list-style-type: none"> Behaviour / incident log in place. No incidents regarding sexual orientation in place have taken place. 	<ul style="list-style-type: none"> Curriculum for PSHE includes teaching about different types of sexuality. 	<ul style="list-style-type: none"> Welcome people of all sexual orientations in school.
Marriage and Civil Partnerships	<ul style="list-style-type: none"> Behaviour / incident log in place. No incidents regarding sexual orientation in place have taken place. Persons treated fairly and without discrimination regardless of their relationship status. 	<ul style="list-style-type: none"> Policies in place e.g. recruitment and selection together with career and pay opportunities. Curriculum for PSHE includes teaching about different types of relationships. 	<ul style="list-style-type: none"> Welcome all people into school regardless of relationship status.