

EQUALITIES INFORMATION
DATE OF PUBLICATION: January 2021



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

The 3 aims of the Equality 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.

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, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

Loatlands Primary School has considered how well we currently achieve these aims with regard to the nine protected equality groups: race, disability, sex, gender reassignment, marriage and civil partnership, 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.

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Safeguarding Children

Loatlands 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 Loatlands Primary 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.

	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 - Curriculum Analysis - Celebrates Diversity and develops knowledge and understanding of race 	<ul style="list-style-type: none"> - Same opportunities offered to all children including extended schools' activities 	<ul style="list-style-type: none"> - Visitors to the school by different groups e.g. Sikhs, Hindus, Muslims and members of the Jewish community.
Disability	<ul style="list-style-type: none"> - Achievement data - External agencies e.g. autism / dyslexia representative 	<ul style="list-style-type: none"> - Accessibility plan - Transport considerations Training for teachers and TAs 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"> - Bullying log - Tracking data - Teachers of both sexes interviewed for posts. - 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 boys (especially in writing) and all protected groups. 	<ul style="list-style-type: none"> - Encouraging good role models in school for specific activities e.g. den building.

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Gender Reassignment	We have no experience of this area but would provide support and seek guidance as necessary.		
Pregnancy and Maternity	<ul style="list-style-type: none"> - We have no experience of pupil pregnancy but our curriculum provides knowledge and information in this area. We would seek support and guidance from the school nursing team. - We support expectant mothers and fathers on staff – pregnancy and maternity policies are followed when staff pregnancies are involved. 	<ul style="list-style-type: none"> - Changes of duty as appropriate and 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 adaptations and arrange keeping touch days.
Age	<ul style="list-style-type: none"> - Mixed age profile of staff – we welcome the knowledge and skills each individual brings to the workplace. - Children taught in age specific groups whilst being mindful of individual learning needs 	<ul style="list-style-type: none"> - Recruitment procedures - Equality and Diversity Training 	<ul style="list-style-type: none"> - We arrange visits from and to a range of centres for all children e.g. preschool, secondary and elderly people groups.

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Religion and Belief	<ul style="list-style-type: none"> - Curriculum teaches children about all main religions - Our curriculum celebrates cultural diversity and art, music, RE, literacy and PHSE schemes of work provide a wealth of opportunities to educate and develop knowledge an understanding of British values and our diverse world. 	<ul style="list-style-type: none"> - Collective Worship / Assemblies are led by range of representatives from other cultures and religions - Other visitors from different religions - All staff trained in the PREVENT duty. 	<ul style="list-style-type: none"> - School's Values (incorporating British Values), school ethos is applied to all members of our school community
Sexual Orientation	<ul style="list-style-type: none"> - Incident log for bullying regarding sexual orientation in place 	<ul style="list-style-type: none"> - Curriculum for PSHE includes teaching about different types of sexuality. 	<ul style="list-style-type: none"> - We welcome people of all sexual orientations in school
Marriage and Civil Partnerships	<ul style="list-style-type: none"> - Incident log for bullying regarding sexual orientation in place. - We treat all persons fairly and without discrimination regardless of their relationship status. 	<ul style="list-style-type: none"> - Policies are in place for 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"> - We welcome all people into school regardless of relationship status.

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ENGAGEMENT			
Aims of General Duty			
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	<ul style="list-style-type: none"> - Creating a culture where all can talk openly and report racist incidents without fear of repercussions 	<ul style="list-style-type: none"> - Black History Month 	<ul style="list-style-type: none"> - Arranging collective worship / assemblies after discussion with representatives of different races and cultures. - Discussion with representatives of different races, taking advice on how to foster good relations
Disability	<ul style="list-style-type: none"> - All groups of children including vulnerable groups make good progress. - Good access on site. 	<ul style="list-style-type: none"> - Use of Additional Needs team e.g. Autism / Dyslexia, and close working with specialist teams e.g. physiotherapist, speech and language therapist and behavioural therapists. - Accessibility plan - Transport - Parking arrangements as required 	<ul style="list-style-type: none"> - Close liaison with parents of children with disabilities - Close liaison with medical professionals - Signposting various groups which are being offered to support these children and families
Sex	<ul style="list-style-type: none"> - Equal opportunities are promoted amongst children and staff members of both sexes regardless of gender 	<ul style="list-style-type: none"> - School Development Plan – targets specific gender differences in progress e.g. boys’ writing 	<ul style="list-style-type: none"> - Curriculum planning - Engagement with parents
Gender Reassignment	We have no experience of this area but would provide support and seek guidance as necessary.		
Pregnancy and Maternity	<ul style="list-style-type: none"> - We have no experience of this area in relation to children but would provide support and seek guidance as necessary. - Provision and policies in place for supporting staff members 	<ul style="list-style-type: none"> - Support during pregnancy and during maternity. - Support on returning to school with flexibility in working hours 	<ul style="list-style-type: none"> - Meet regularly with staff members affected to discuss any necessary adaptations and arrange keeping touch days.

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Age	<ul style="list-style-type: none"> - Staff of a wide range in school. - Volunteers in school range in age. - Governing body range in age 	<ul style="list-style-type: none"> - Policies and Recruitment processes are in place and applied. 	<ul style="list-style-type: none"> - We arrange visits from and to a range of centres for all children e.g. preschool, secondary and elderly people groups.
Religion and Belief	<ul style="list-style-type: none"> - Explain in RE what being a member of the various religions entails - Inviting people of different religions and beliefs (or none) into school for workshops and collective worship. - Outlining why some people do not attend collective worship 	<ul style="list-style-type: none"> - Sikh and other religious leaders have led whole school collective worship/assemblies and have worked with specific groups of children within school 	<ul style="list-style-type: none"> - Visits to different places of worship - Visitors in school
Sexual Orientation	<ul style="list-style-type: none"> - PHSE curriculum includes exploring sexual orientation 	<ul style="list-style-type: none"> - Policies and Recruitment processes are in place and applied. 	<ul style="list-style-type: none"> - Curriculum for PSHE includes teaching about different relationships