



Pauntley C of E Primary School Equality Duty

Safeguarding- Child Protection

Pauntley Church of England Primary School takes its duty for safeguarding our pupils very seriously. We comply with all government and local authority policies in this respect. We have a designated Governor (Mrs Cathy Goodway) with responsibility for child protection. The Deputy Headteacher (Mrs Branwen Tyler) is the Designated Safeguarding Lead (DSL) and all staff and visitors report any concerns to her.

Please refer to our Child Protection Policy for further details.

Equality Act 2010

The basic aim of the Act is 'to support good decision-making by ensuring that public authorities understand how different people will be affected by their activities, so that services are appropriate and accessibility to all, and meet different people's needs'.

The Act simplifies and streamlines the various pieces of anti-discrimination law. It establishes the following nine **protected characteristics**:

- Age (The protected characteristic applies to schools as employers, but not with regard to the treatment of pupils and prospective pupils)
- Disability
- Ethnicity and race
- Gender
- Gender identity and transgender
- Marriage and civil partnership
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual identity and orientation

From our school's perspective, the Act covers all aspects of school life which are to do with how we treat our pupils and prospective pupils, and their parent and carers; how we treat our employees; and how we treat members of the local community.

As a result, our school has a **general duty** and certain **specific duties**.

General Duty

Since 6th April 2011 Pauntley Primary School has been bound by a clause in the Equality Act 2010 which is known as the Public Sector Equality Duty (PSED). It has three components which we must have 'due regard' to the need to:

a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the Act

b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it

The principle underlying the concept of equality of opportunity is that treating people equally does not necessarily involve treating them all the same. On the contrary the legislation requires that account should be taken of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. The Act's definition of equality of opportunity is complex in its legal terminology but in the field of education as in other fields it is of substantial and far-reaching significance:

Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic

b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it

c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low'

d) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The Act explains that having due regard to the need to foster good relations involves, in particular, bearing in mind the need to 'tackle prejudice and promote understanding'. At our school, this clearly has implications for the curriculum and its organisation, specific policies, particularly anti-bullying, and for our duty to promote community cohesion.

Positive action

People with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable

our school to take action to tackle such disadvantages and the needs arising from them, or to address disproportionately low participation by a particular group of pupils.

These are known as the positive action provisions and they permit schools to take proportionate action, if they wish, to address the disadvantage faced by particular groups. The DfE have indicated that such measures could include targeted provision or resources, or putting in place additional or bespoke provision such as:

- Adapting learning resources and teaching practices to enhance the learning experience of pupils with learning and physical disabilities.
- Using evidence and monitoring tools to track pupil achievement and participation in school activities
- Special catch-up classes for Traveller children

It should be noted that positive action of these kinds is not the same as positive discrimination.

Specific duties

In order to fulfil the three aims of the general duty, we have two sets of specific duties:

1. **To publish information** which demonstrates their compliance with the duty to have due regard for the three aims of the general duty
2. **To prepare and publish specific and measurable objectives** which they will pursue over the coming years to achieve the three aims.

Policy reviewed: September 2017

Policy to be reviewed: September 2018

Race Equality Action Plan

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
1. Raising attainment and closing any achievement gap	<p>Monitor existing data inc patterns and trends</p> <p>Look at groups of pupils and individuals</p>	<p>High expectations of all pupils</p> <p>Pupils are supported to reach their potential</p> <p>Pupils from all ethnic groups have high attainment and rates of progress</p>	<p>On-going throughout the academic year</p> <p>Data review in Dec</p>	HT/All Staff
2. Widen existing relations with the wider community, including different faith groups	<p>Developing relationships with minority-ethnic groups and faith groups</p> <p>Linking priority to creative curriculum</p> <p>Develop the recognition and value of diversity through assemblies and PSHCE curriculum</p>	<p>School recognises and values diversity</p> <p>The school has positive relations with different ethnic backgrounds who mix and get along well and with the wider community</p>	<p>On-going throughout the academic year</p>	HT/All staff
3. Ensure that Parents from all ethnic groups are actively involved in their children's learning and development	<p>Assess the quality and extent of the relationship with different groups of parents</p> <p>Monitor parental involvement in their child's learning</p>	<p>Parents from all ethnic groups are actively involved in their children's learning and development</p>	<p>Parental Involvement -</p> <p>Open days; parents evenings</p>	HT

Gender Equality Action Plan

Priority	Action Required	Success Criteria	Timescale	Responsible Person (s)
To ensure school has details of all persons with parental responsibility	Review admissions documentation	School has contact details of all parents/ carers for each child, especially for situations where parents live separately.	September each year	Bursar
To ensure the library stock appeals to both boys and girls	Audit library stock Purchase a range of books to replenish library stock	Classrooms have a range of books which appeal to both boys and girls.	Ongoing	All staff
To provide male role models on the school staff	Extra-curricular clubs are facilitated by men and women Male teachers to be employed if they perform best at interview	Children participate in clubs which are led by male and female staff.	Ongoing	All staff/ HT Governors
To monitor the attainment of boys and girls	Analyse tracking to ensure maximum progress by all	Both boys and girls attain and achieve well.	Date reviews three times a year	Teachers/ HT