

## Stanion CE (Aided) Primary School

### EQUALITIES INFORMATION

April 2012

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

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.
1. **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
1. **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.

We have considered how well we currently achieve these aims with regard to the eight protected equality groups which are:

- Age (as an employer – but not applicable to pupils)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation

In compiling this equality information we have :

- Identified evidence already in the school of equality within policies, 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.

## 1. SUMMARY OF OUR EQUALITIES EVIDENCE

Protected Characteristic	Evidence	Source
<b>Race</b>	<ul style="list-style-type: none"> <li>• Our school is 97% White British. There are no patterns of differences in attainment.</li> <li>• Racist incident forms and procedures are in place, no racist incidents have been recorded in the past three years.</li> <li>• Observed behaviour in school shows respect and tolerance for people of all races amongst pupils, this is modelled by all adults.</li> <li>• All children regardless of race are offered and involved in after school activities.</li> <li>• PSHE, geography and RE topic work raise awareness and foster respect and interest in all children's race backgrounds and celebrates diversity and difference worldwide.</li> </ul>	RAISE and school data Race incident reports. After school activity registers. Curriculum planning/schemes of work.
<b>Disability</b>	<ul style="list-style-type: none"> <li>• School environment is accessible to all, steps have been replaced into the playground. Disabled toilet accessible from the school hall.</li> <li>• The school has successfully carried out its accessibility plan enabling everyone to access the school environment.</li> <li>• Parents with chronic illness have full support of the school in managing their children's care.</li> <li>• Children are encouraged to play games which are accessible to all including those with mobility difficulties.</li> </ul>	Parent/ pupil interviews and surveys.
<b>Sex</b>	<ul style="list-style-type: none"> <li>• There are no patterns of differences of achievement between male and female pupils over time.</li> <li>• School has invested in topics and reading books which are of interest to boys and girls.</li> <li>• Children work in both mixed and single sex groupings.</li> </ul>	RAISE data and school tracking Curriculum planning, equipment orders.
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>• That this is not applicable to our setting at present.</li> <li>• Recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the school follows.</li> </ul>	Policy file
<b>Pregnancy and Maternity</b>	<ul style="list-style-type: none"> <li>• The school does not presently hold maternity insurance. This is reviewed annually.</li> <li>• The school policies include flexibility in staff's absence in view of childcare and parenting emergencies.</li> </ul>	School insurances Pay and conditions
<b>Age</b>	<ul style="list-style-type: none"> <li>• Staff age profile covers a wide range.</li> <li>• NCC Recruitment and Selection Policy and the Equality in Employment Policy are followed.</li> <li>• Vacancies are advertised on the NCC website and other advertising platforms relevant to the role.</li> <li>• The school returns the relevant monitoring forms to the County</li> </ul>	Employment records  Recruitment Policy Equality in Employment Policy
	<ul style="list-style-type: none"> <li>• As a Church of England school, the admissions policy sets out the criteria which the school follows with regards to admissions. This is agreed by the Diocese.</li> </ul>	Admissions policy

<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>The school does not hold performance data on groups of a religious nature.</li> <li>Through the RE Agreed Syllabus, PSHE and SEAL programmes the school offers opportunities for children to discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging children to reflect on their own and others' beliefs and reasons for their actions.</li> <li>All children and staff are given equal value independent of their personal belief or religion.</li> <li>Through the RE Agreed Syllabus, a wide of religions are studied within the curriculum.</li> </ul>	<p>Schemes of work, planning.</p> <p>Parent and pupil surveys, interviews.</p>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>No data about the sexual orientation of staff or parents is collected in school therefore there is no potential for victimisation.</li> <li>Through Sex and Relationship Education children are taught the differences between the sexes and that some people are of different sexual orientation to others and that that is acceptable in our society.</li> </ul>	<p>Admin procedures</p> <p>Sex and Relationship Policy and Schemes of work.</p>

## 2. HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

<b>Protected Characteristic</b>	<b>Evidence</b>	<b>Source</b>
<b>Race</b>	<ul style="list-style-type: none"> <li>All school vacancies and activity advertisements are aimed at everyone. No restrictions given or implied with regards to any of the protected characteristics.</li> <li>Interview questions are carefully worded and are used for all candidates of a particular post.</li> <li>The school has an anti-harassment policy in place to protect all groups and protected characteristics.</li> <li>The school has grievance and complaints policies in place which are followed by the governors to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required.</li> <li>All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing.</li> <li>All children regardless of race have equal access to relevant support to help them achieve.</li> <li>Varied methods of communication are used to ensure all parents and carers can access information in a useable form (e.g. written, verbal, parent consultation meetings)</li> <li>Topic work promotes and celebrates different race origins and draws on children's own backgrounds and experiences in a positive way.</li> <li>Parent and pupil surveys collect views on inclusion and equality of opportunity.</li> </ul>	<p>Newsletters, general information, vacancy adverts.</p> <p>Policies file</p> <p>Governor / Staff meeting minutes</p> <p>RAISE, school tracking</p> <p>Schemes of work</p> <p>Survey results.</p>
<b>Disability</b>	<ul style="list-style-type: none"> <li>All school vacancies and activity advertisements are aimed at everyone. No restrictions given or implied with regards to any of the protected characteristics.</li> <li>Interview questions are carefully worded and are used for all candidates of a particular post.</li> <li>The school has an anti-harassment policy in place to protect all groups and protected characteristics.</li> <li>The school has grievance and complaints policies in place which are followed by the governors to ensure all equalities guidance is followed and</li> </ul>	<p>Newsletters, general information, vacancy adverts.</p> <p>Policies file</p>

	<p>all stakeholders have the opportunity to challenge it if required.</p> <ul style="list-style-type: none"> <li>All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing.</li> <li>Parent and pupil surveys collect views on inclusion and equality of opportunity.</li> <li>Regular review meetings between staff and parents are held to review Individual Education Plans to ensure that individual's changing needs are discussed and met.</li> </ul>	<p>Governor / Staff meeting minutes</p> <p>RAISE, school tracking</p> <p>Schemes of work</p> <p>Survey results.</p>
<b>Sex</b>	<ul style="list-style-type: none"> <li>All school vacancies and activity advertisements are aimed at everyone. No restrictions given or implied with regards to any of the protected characteristics.</li> <li>Interview questions are carefully worded and are used for all candidates of a particular post.</li> <li>The school has an anti- harassment policy in place to protect all groups and protected characteristics.</li> <li>The school has grievance and complaints policies in place which are followed by the governors to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required.</li> <li>All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing.</li> <li>Parent and pupil surveys collect views on inclusion and equality of opportunity.</li> <li>Within school there is a representation of male and female role models who carry out a variety of different functions.</li> </ul>	<p>Newsletters, general information, vacancy adverts.</p> <p>Policies file</p> <p>Governor / staff meeting minutes</p> <p>RAISE, school tracking</p> <p>Survey results.</p>
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>All school vacancies and activity advertisements are aimed at everyone. No restrictions given or implied with regards to any of the protected characteristics.</li> <li>Interview questions are carefully worded and are used for all candidates of a particular post.</li> <li>The school has an anti- harassment policy in place to protect all groups and protected characteristics.</li> <li>The school has grievance and complaints policies in place which are followed by the governors to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required.</li> <li>All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing.</li> <li>Parent and pupil surveys collect views on inclusion and equality of opportunity.</li> </ul>	<p>Recruitment records</p> <p>Policies file</p> <p>Governors / Staff meeting minutes</p> <p>Newsletters</p> <p>Survey results</p>
<b>Pregnancy and Maternity</b>	<ul style="list-style-type: none"> <li>All school vacancies and activity advertisements are aimed at everyone. No restrictions given or implied with regards to any of the protected characteristics.</li> <li>Interview questions are carefully worded and are used for all candidates of a particular post.</li> <li>The school has an anti- harassment policy in place to protect all groups and protected characteristics.</li> <li>The school has grievance and complaints policies in place which are followed by the governors to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required.</li> <li>All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing.</li> <li>Parent and pupil surveys collect views on inclusion and equality of opportunity.</li> </ul>	<p>Recruitment records</p> <p>Policies file</p> <p>Governors / Staff meeting minutes</p> <p>Newsletters</p> <p>Survey results</p>
	<ul style="list-style-type: none"> <li>All school vacancies and activity advertisements are aimed at everyone.</li> </ul>	<p>Recruitment</p>

<b>Age</b>	<p>No restrictions given or implied with regards to any of the protected characteristics.</p> <ul style="list-style-type: none"> <li>• Application packs are available electronically or can be sent through the post.</li> <li>• Interview questions are carefully worded and are used for all candidates of a particular post.</li> <li>• The school has an anti-harassment policy in place to protect all groups and protected characteristics.</li> <li>• The school has grievance and complaints policies in place which are followed by the governors to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required.</li> <li>• All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing.</li> </ul>	<p>records</p> <p>Policies file</p> <p>Governors / Staff meeting minutes</p> <p>Newsletters</p> <p>Survey results</p>
<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>• All school vacancies and activity advertisements are aimed at everyone. No restrictions given or implied with regards to any of the protected characteristics.</li> <li>• Application packs are available electronically or can be sent through the post.</li> <li>• Interview questions are carefully worded and are used for all candidates of a particular post.</li> <li>• The school has an anti-harassment policy in place to protect all groups and protected characteristics.</li> <li>• The school has grievance and complaints policies in place which are followed by the governors to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required.</li> <li>• All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing.</li> </ul>	<p>Recruitment records</p> <p>Policies file</p> <p>Governors / Staff meeting minutes</p> <p>Newsletters</p> <p>Survey results</p>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>• All school vacancies and activity advertisements are aimed at everyone. No restrictions given or implied with regards to any of the protected characteristics.</li> <li>• Application packs are available electronically or can be sent through the post.</li> <li>• Interview questions are carefully worded and are used for all candidates of a particular post.</li> <li>• The school has an anti-harassment policy in place to protect all groups and protected characteristics.</li> <li>• The school has grievance and complaints policies in place which are followed by the governors to ensure all equalities guidance is followed and all stakeholders have the opportunity to challenge it if required.</li> <li>• All policies are consulted on and shared with all staff, parents, governors and where relevant children, during reviews and writing.</li> </ul>	<p>Recruitment records</p> <p>Policies file</p> <p>Governors / Staff meeting minutes</p> <p>Newsletters</p> <p>Survey results</p>

**3. SUMMARY OF OUR EQUALITY ANALYSIS (ie how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)**

Protected Characteristic	Judgement
<b>Race</b>	<ul style="list-style-type: none"> <li>• We are good at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place.</li> <li>• We are good at advancing equality of opportunity because all children engage in activities and make progress, staff all have equal opportunities and access to professional development.</li> <li>• We are good at fostering good relations between people who share a protected characteristic and those who do not because we work in an environment where acceptance of differences is the norm by staff and children.</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>• We are good at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place.</li> <li>• We are good at advancing equality of opportunity because all children make progress, staff all have equal opportunities and access to professional development.</li> <li>• We are good at fostering good relations between people who share a protected characteristic and those who do not because we work in an environment where acceptance of differences is the norm by staff and children.</li> </ul>
<b>Sex</b>	<ul style="list-style-type: none"> <li>• We are good at eliminating unlawful discrimination, harassment and victimisation because our data shows no evidence of trends regarding gender imbalance in achievement or progress.</li> <li>• We are good at advancing equality of opportunity because our provision ensures we engage both sexes and there are no trends of difference of achievement.</li> <li>• We are good at fostering good relations between people who share a protected characteristic and those who do not because there are good working relationships between boys and girls, all staff including peripatetic teachers and volunteers work effectively together.</li> </ul>
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>• This is not applicable to our setting at present .</li> </ul>
<b>Pregnancy and Maternity</b>	<ul style="list-style-type: none"> <li>• We are good at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place.</li> <li>• We are good at advancing equality of opportunity because we have relevant employment policies in place.</li> <li>• We are developing our ability at fostering good relations between people who share a protected characteristic and those who do not because this has not been applicable to our setting recently although relevant policies are in place should it occur.</li> </ul>
<b>Age</b>	<ul style="list-style-type: none"> <li>• We are outstanding at eliminating unlawful discrimination, harassment and victimisation because we have a thorough employment policy being used.</li> <li>• We are outstanding at advancing equality of opportunity because our range of ages employed and catered for is extensive.</li> <li>• We are outstanding at fostering good relations between people who share a protected characteristic and those who do not because we have excellent relationships between all staff members and pupils.</li> </ul>
<b>Religion and Belief</b>	<ul style="list-style-type: none"> <li>• We are good at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place and effective procedures in school.</li> <li>• We are good at advancing equality of opportunity as we use the Northamptonshire Agreed RE Syllabus which promotes all religions equally.</li> </ul>

	<ul style="list-style-type: none"><li>• We are good at fostering good relations between people who share a protected characteristic and those who do not as we welcome people of all religions and beliefs equally.</li></ul>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"><li>• We are developing our ability at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place although this is not applicable to our setting at present.</li><li>• We are developing our ability at advancing equality of opportunity because we have relevant policies in place this is not applicable to our setting at present.</li><li>• We are developing our ability to foster good relations between people who share a protected characteristic and those who do not because although we have relevant policies in place this is not relevant to our setting at present.</li></ul>

