

St. George's Primary & Nursery School Equality Information & Objectives

The Equality Act 2010 replaced all previous equalities and discrimination law. Schools are now required to comply with the new Public Sector Equality Duties (PSED).

Protected Characteristics:

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual Orientation
- Gender Reassignment
- Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment, but this does not apply to pupils in schools.

Discrimination can occur in any of four ways:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

Schools must have due regard to:

- The need to eliminate discrimination and other conduct that is prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not.
- It is unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.
- Schools need to provide auxiliary aids and services to pupils where it is reasonable to do so.

How are we complying with PSED and the Equality Act in this school?

Before we make a decision, take action, develop policy or practice we consider whether it may have implications for people with particular protected characteristics. We review our policies and practice on a regular basis and each time we continue to consider implications for people with particular protected characteristics.

In regard to disability we provide resources and aids to pupils where necessary and reasonable for example: visuals for children with severe communication restrictions and directed adult support to enable participation in PE.

Evidence of Positive Outcomes through complying with PSED

- 1) **Exclusions Data** - exclusions are used as a last resort and data does not highlight inequality for any protected characteristic.
- 2) **Bullying Incidents** - Bullying is a rare occurrence in our school.
 - We have an Anti-Bullying policy, practice and procedures which all staff have been made aware of (internal training & meetings).
 - Clear recording procedures and follow up practice are followed.
 - We raise the profile of bullying periodically e.g. school council and children's posters and participation in Anti-bullying activities.
 - There have been instances of parents bullying one another. The school does not tolerate any forms of bullying and will act through meetings, letters and newsletters to stop the problem and will take steps to ban persons if deemed necessary.
- 3) **Racist Incidents** - There have been no incidents in 20-21 to date. Racism is highlighted with the parent body regularly through letters and newsletters.
- 4) **Admissions Information** - admissions criteria meet PSED standards.
- 5) **Recruitment Information** - We participate in the Norfolk County Council diversity monitoring programme whereby successful applicants are requested to supply diversity information in order for the local authority to ascertain if the workforce represents the population of Norfolk.
- 6) **Attainment and achievement data** - demonstrates there are no inequality issues prevalent across the school.
- 7) **We offer a broad and balanced curriculum to all pupils** - and strive to ensure that all pupils have equal access.

How do we eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct?

- Policies e.g. anti-bullying, equal opportunities, race equality.
- Staff meetings/ training.
- Highlighting issues through newsletters.
- Direction through letters to parents/carers.

How do we remove or minimise disadvantages suffered by people due to their protected characteristic?

- Policies - specific policies and subsequent practice.
- Meetings
- Training
- Resources
- We ensure that all appropriate visitors and family members are welcomed into our school irrelevant of characteristics.
- Positive promotion of different groups e.g. nurture group children celebrated in parent assembly, different cultures explored through the curriculum & parent courses.
- We provide reasonable adjustments

How are we advancing equality of opportunity between people who share a protected characteristic and those who do not?

- Policies and subsequent practice.
- Special events
- Celebrating protected characteristics publicly e.g. assembly & newsletters.
- Family Learning - involving all groups.
- SEND practices
- RE & PSHE curriculum

What steps do we take to meet the needs of people from protected groups where these are different from the needs of other people?

- Strategies - e.g. translation services where possible.
- Interventions to support specific groups e.g. EAL/SEND support.
- Reasonable adjustments for disabled persons e.g. extra support.

How do we foster good relations between people who share a protected characteristic and those who do not?

- Use of visitors into the school e.g. multicultural.
- Celebration achievement e.g. in assembly or newsletters etc.
- Family learning days.
- Our ethos values all.

How do we encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low?

- Specific invitations to school events.
- Personal discussions with individuals e.g. requests for help with PTA events.
- Specific events to engage groups e.g. EAL & Solihull courses.

Engagement with people

We have investigated and considered equality in the widest terms through discussions with:

- Parents e.g. SEND reviews, FSP process, CP processes and EAL. Some protected groups are represented in parent body.
- Pupils e.g. anti-bullying work, behaviour policy (class rules) PSHE, circle time and surveys. Age group limits protected pupil group representation e.g. pregnancy and sexual orientation.
- Governors e.g. meetings & recruitment.
- Staff e.g. meetings, discussion, training, development of ILPs, intervention and surveys.

What do we need to do next? (Our School Equality Objectives)

- 1) We will encourage candidates with protected characters to apply for our staff and governor positions as they arise in order to continue to try to reach a

staffing and Governor population that reflects the Norfolk population and the local area population.

We will analyse the protected characters of applicants and of the successful candidates. We will consider we are successful if our analysis of applicants reflects the local population.

- 2) We will continue to find ways to support and engage families with EAL.
 - a) We will provide school information in other languages when requested.
 - b) We will provide as many general letters as possible with translations attached where page layout allows.
 - c) We will provide a translation service for meetings where possible using staff and other parents where appropriate.

We will consider we are successful when on request we can supply all school information in different languages and support parents with translation in important meetings.

- 3) We will monitor and analyse pupil achievement by race, EAL, gender, special educational need or disability and financial disadvantage and act on any trends or patterns in the data that require additional support for pupils.

We will consider we are successful when there are no gaps between any groups and all groups are comparable to National data.



Date: 28/05/2021_____

(Chair of Governors)