

Millfields Primary School

EQUALITIES OBJECTIVES AND ACTION PLAN

November 2017

The Equality Act 2010 replaced nine major Acts of Parliament and many regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

The Public Sector Equality Duty 2011

The Equality Act 2010 introduced a single Public Sector Equality Duty which comes into effect in April 2011. It has three main aims.

In carrying out their functions, public bodies are required to have due regards to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
3. Foster good relations across all characteristics.

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.

Our 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/ 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.

STAGE 1: EQUALITY INFORMATION

EVIDENCE OF THE EQUALITY INFORMATION WE ALREADY HOLD

Workforce – as we employ fewer than 150 people
<ul style="list-style-type: none"> We note that although we are not required to publish this information but we need to collect it, to conduct equality analysis on employment policies and practices

Protected characteristics	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	<i>Comparative Attainment data, Equality Incident Referral Form, analysis take-up of club places, records on exclusions and absences including Persistent Absences</i>	<i>Take-up of different ethnic groups re extra curricular school activities Recruitment procedure, HR Equal Opportunity Policy applying the principle not just to staff but all adults associated with the school</i>	<i>Celebration of similarities and differences - assemblies, curriculum and circle meetings</i>

Disability	<i>SEN achievement data records on exclusions and absences including Persistent Absences</i>	<i>Accessibility Plan Recruitment procedure, HR Equal Opportunity Policy applying the principle not just to staff but all adults associated with the school Termly H&S Reviews</i>	<i>SEN review meetings, Assemblies, circle meetings, school facilities and activities fully inclusive</i>
Sex	<i>Analysis of attainment data. Recruitment data</i>	<i>Creative themed curriculum, range of clubs to address interests, abilities</i>	<i>Positive gender models given by staff. We take a neutral stance on Sex Education</i>
Gender Reassignment and Sexual Orientation	<i>Application of current ECC HR policies</i>	<i>Recruitment procedure, Equal Opportunity Policy applying the principle not just to staff but all adults associated with the school</i>	<i>Celebration of similarities and differences</i>
Pregnancy and Maternity / Paternity	<i>Profile of staff pregnancy and maternity / paternity leave. Application of current ECC HR policies</i>	<i>Maternity and Paternity leave, paid leave for illness of child.</i>	<i>Focus on return to work hours fitting with family life - part time return considered</i>
Age	<i>Age profile of staff and governors</i>	<i>Recruitment procedure, Equal Opportunity Policy applying the principle not just to staff but all adults associated with the school</i>	<i>We welcome people of all ages throughout our school and ensure that our facilities enable this</i>

<p>Religion and Belief</p>	<p><i>Record of withdrawal from assemblies (None to date). Families are informed about this in our prospectus, when they join the school and on the website. We also consider records on exclusions and absences including Persistent Absences</i></p>	<p><i>Recruitment procedure, Equal Opportunity Policy applying the principle not just to staff but all adults associated with the school Curriculum Right to withdraw from assemblies (staff/ pupils)</i></p>	<p><i>Celebration of similarities and differences. The daily act of collective worship, which for all maintained schools is mandatory and should be of a broadly Christian nature, is not covered by the religion or belief provisions. The exception means that schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths. Schools are also free to celebrate religious festivals and could not be claimed to be discriminating against children of other faiths if, for example, they put on a nativity play at Christmas or hold a celebration to mark Diwali or Eid.</i></p>
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STAGE 2 EQUALITY ENGAGEMENT

Protected characteristics	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	<i>Assemblies and curriculum to celebrate similarities and difference</i>	<i>We would like to invite more interest groups and charities to explain different cultures and beliefs.</i>	<i>Children of different races - explaining home countries, cultures. Parents of different races/nationalities/cultures have come in to talk to classes</i>
Disability (including Mental Health issues)	<i>SEN reviews - child agreed targets, parent input. Staff Performance Management meetings; stress risk assessment meetings (team and individual)</i>	<i>Other agencies: Statutory Assessment Team, Educational Psychology Service, EWMHS, Essex Occupational Health Service</i>	<i>Review Meetings, Targets</i>

Sex	<i>Application of current ECC HR policies applying the principle not just to staff but all adults associated with the school</i>	<i>Pupil records Equality of delivery of the curriculum</i>	<i>Delivery of the curriculum and extra curricula activities</i>
Gender Reassignment Sexual Orientation	<i>Application of current ECC HR policies applying the principle not just to staff but all adults associated with the school</i>	<i>Pupil records Staff application forms</i>	<i>Delivery of the curriculum and extra curricula activities</i>
Pregnancy and Maternity / Paternity	<i>Agreed paid leave</i>	<i>Agreed reduced return to work hours.</i>	<i>Agreed reduced return to work hours.</i>
Age	<i>Staff and governor age profile</i>	<i>People of all ages welcomed in to the school to join our Governing Body, assemblies and the curriculum. We adhere to ECC HR policies applying the principle not just to staff but all adults associated with the school</i>	<i>Talks to classes linked to curriculum, assemblies, meetings, strategic planning</i>
Religion and Belief	<i>Ethos of our school, Assemblies, RE</i>	<i>Christian Values assemblies, British Values assemblies, assemblies celebrating other religious festivals, RE and PSHE curricula</i>	<i>Curriculum, Assemblies, RE, circle meetings</i>

STAGE 3: EQUALITY ANALYSIS

Protected characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Race	<i>Good - see attainment data. No issues or complaints raised</i>	<i>Good - see attainment data</i>	<i>Continue to encourage speakers/parents from minority ethnic groups.</i>
Disability	<i>Good - e.g. PSHE, Assemblies No issues or complaints raised</i>	<i>Good e.g. SEN achievement see data</i>	<i>Good - e.g. parent involvement</i>
Sex	<i>Data shows gender attainment not major issue some differences see gender data. No issues or complaints raised</i>	<i>No obvious issues</i>	<i>Not applicable</i>
Gender Reassignment Sexual Orientation	<i>Staff of various sexual orientations employed Same-sex parents welcomed equally to</i>	<i>Not taken into account for employment or admission purposes</i>	<i>Good relationships amongst staff</i>

	<i>heterosexual parents No data for children</i>		
Pregnancy and Maternity / Paternity	<i>Legislation met in all cases</i>	<i>Legislation met in all cases</i>	<i>Not applicable</i>
Age	<i>Legislation met in all cases</i>	<i>Legislation met in all cases</i>	<i>Not applicable</i>
Religion and Belief	<i>Good curriculum (Essex Agreed Scheme) that teaches children about all religions</i>	<i>Good curriculum that teaches children about all religions</i>	<i>Continue to encourage speakers/parents from different religions</i>

1. SUMMARY OF OUR EQUALITIES EVIDENCE

- In relation to Race, the evidence we hold tells us: that the school makes effective provision.
- In relation to Disability, the evidence we hold tells us: that the school makes very effective provision
- In relation to Gender Reassignment, the evidence we hold tells us: that although we have no examples we feel confident that our commitment to tolerance will prevail should the need arrive.
- In relation to Sexual Orientation, the evidence we hold tells us: that the school makes effective provision.
- In relation to Pregnancy and Maternity / Paternity, the evidence we hold tells us: that the school makes effective provision.
- In relation to Religion and Belief, the evidence we hold tells us: that the school makes effective provision.

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

- In relation to Race, the evidence we hold tells us: effective provision.
- In relation to Disability, the evidence we hold tells us: very effective provision.
- In relation to Gender Reassignment, the evidence we hold tells us: no evidence.
- In relation to Sexual Orientation, the evidence we hold tells us: effective provision.
- In relation to Pregnancy and Maternity / Paternity, the evidence we hold tells us: effective provision.
- In relation to Religion and Belief, the evidence we hold tells us: effective provision

EQUALITIES OBJECTIVES AND ACTION PLAN

November 2017 (*must be updated at least every 4 years*)

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	By
<i>Encourage more speakers to come into school from ethnic minorities to discuss different cultures and beliefs.</i>	Race	We have had a range of speakers from different cultures and countries into school to talk to the children. The children will speak in an informed and positive way about other cultures and countries.	Will Tetley (RE Subject Leader) Senior Management Team, (SMT) Class Teachers, Governors	July 2018 and on-going
<i>Update and Publish Equality scheme, Behaviour and Anti-bullying policies on website in line with these objectives.</i>	All	Parents and children will have easy access to the schools policies that show zero tolerance towards discrimination.	SLT	January 2018
<i>Formulate a questionnaire for parents and carers with regard to accessibility of school.</i>	SEN/ Disabilities	Questionnaire will indicate any areas of weakness within the accessibility plan, which can then be addressed.	SLT	Spring Term 2018

<i>Formulate a questionnaire for parents and carers with regards to equality in our curriculum</i>	All	Questionnaire will indicate any areas of weakness within the curriculum, which can then be addressed.	SLT	Summer Term 2018
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