

## Information about how Claregate Primary School is Complying with the Public Sector Equality Duty – February 2020

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the following:

1. Eliminating unlawful discrimination, and other conduct e.g. harassment, victimisation prohibited by the Equality Act 2010.

*Our Equalities Policy and ethos is very strong and our mindset is one of social justice e.g. our statement of principles in our Equalities policy. We do not allow unlawful discrimination because senior leaders review all decision making and because staff are well trained and aware of equality issues. We challenge even the smallest inequality, so the more serious issues of harassment victimisation and other conduct prohibited does not happen. If it does, we have an incident log which records the incident, what we have done about it and checks back to see if the issue has been resolved. Protected characteristics incidents are highlighted and given special consideration.*

*We have a strong Behaviour and Anti-bullying policy and because of this, incidents are rare and if they do occur they are effectively dealt with. Golden Rules are posted up around the school and are valued by the pupils.*

*Recruitment follows Local Authority policies and procedures.*

*Pay Policy is non-discriminatory and is specific about pay levels and remuneration.*

2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

*As above, we challenge discriminatory behaviour including derogatory comments. We educate people who do not intend to be derogatory e.g. about the connotations of certain words.*

*We take steps to meet the needs of people who have particular needs e.g. the need to pray or the need to take certain medication.*

*We encourage full participation in activities e.g. no gender discrimination in sport participation.*

*We analyse internal and external performance data to identify inequality and work really hard to ensure that gaps are narrowed. Our Raising Achievement Action Plan plots improvements required and the Deputy Headteacher holds pupil progress meetings termly with staff. Success and further action is reported to the Governing board and the Local Education authority and Core visits.*

*We send out Parent / Carer Questionnaires and act on their opinions.*

3. Foster good relations between people who share a protected characteristic and people who do not share it.

*The school occasionally arranges events such as anti-bullying assemblies and this is based on the needs at the time.*

*Good relations are fostered by good relationships generally and we encourage children to share humour, ideas, emotions and positive attributes e.g. after lunchtime in circles. We also teach tolerance in the curriculum (see PSHE maps).*

*We engage our school community when a controversial issue is being considered or when individual circumstances dictate – it is often enlightening to hear it from other people’s perspective, because it can glean specialist knowledge or detail not previously disclosed.*

*On our website we have a “worry box” so any concerns can be reported directly to the Headteacher.*

### Equality Objectives

Achievement data targets change per term as data is collated, but are addressed in the Raising Achievement Action Plan and Pupil Progress Meetings. However one long term objective for example, is to raise the performance of girls in Maths.

To build and constantly improve a PSHE curriculum including Sex and Relationships education that is understood and welcomed by the whole school community.

To raise the profile of our motto “Inspire Tomorrow Today...” by enthusing about Science Technology and Engineering and Mechanics for girls.

To run “aspire” days so children can consider their future **and how to achieve it.**

To achieve social justice, good attendance and good achievement for communities that do not speak English and whose cultural background sometimes makes attending school difficult.

To continue to challenge prejudice and promote understanding of protected characteristics.

To train Special Educational Needs Co-ordinator to national standard of qualification.

### Review of Previous Equality Objectives

See Accessibility Plan where we have made access to the school site much easier for disabled people e.g. wider door access, manifestation, specialist VI equipment et al.

5 staff have passed National Professional Qualifications which has a major thrust in challenging inequality.

We have including more topics specific to the cultural understanding of the pupils e.g. Jamaica.

We have employed an Inclusion Leader and induction procedures for specific groups of children is now much better.

We have employed a new Special Educational Needs Co-ordinator.

Employing more bilingual staff for the largest EAL communities – we now have a Panjabi speaker.

We have invested in “MyConcern” online system which logs concerns and streamlines communication.

We have created a nurture room to support children with Mental Health issues.

We have trained staff to deal with child and their own mental well-being.

ADHD and attachment training has helped staff to understand what can be classed as a disability.

We now have a Menopause Policy which can be classed as a disability.

We have given Muslim children leave of absence for Eid.

We have run a “Primary Futures” day guiding children in career paths.

We have reviewed the complaints procedure in line with new recommendations which should make it easier and clearer for people to complain about equality issues.

We have improved the rate of progress of children with Special Educational Needs and Disabilities.